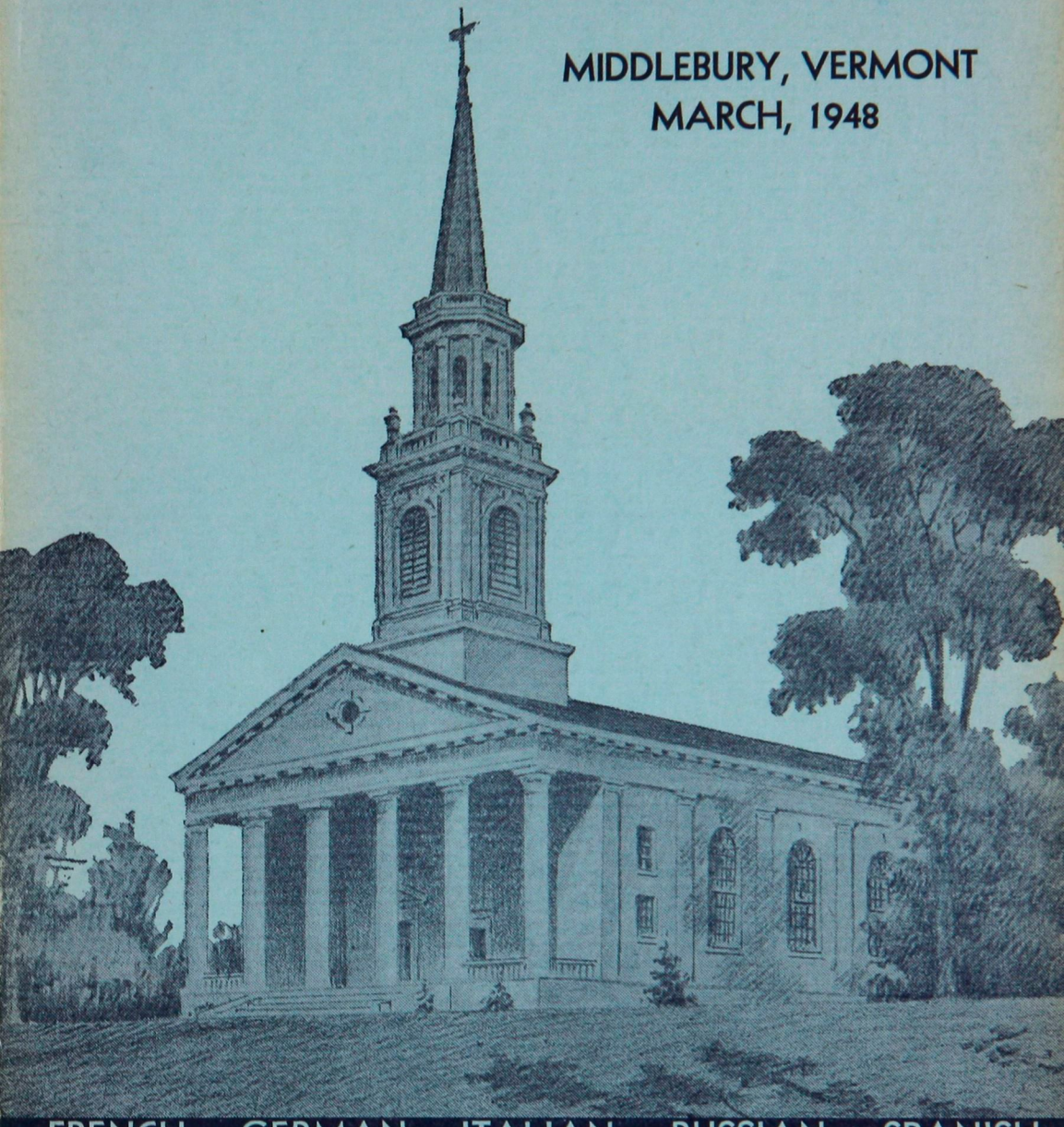
MIDDLEBURY COLLEGE BULLETIN

MIDDLEBURY, VERMONT
MARCH, 1948



FRENCH • GERMAN • ITALIAN • RUSSIAN • SPANISH

THE MIDDLEBURY COLLEGE

Summer Language Schools

MIDDLEBURY COLLEGE BULLETIN

Volume XLIII **March, 1948** **Number 1**

Published by Middlebury College eight times a year, in March, April, May, June, November, December, January and February, at Middlebury, Vermont. Entered as second-class matter at the Post Office, Middlebury, Vermont, under Act of Congress, August 24, 1912.

FRENCH GERMAN ITALIAN RUSSIAN SPANISH

Middlebury College Foreign Language Schools

FORTIETH SESSION, 1948

The French School
on the Middlebury College Campus — July 2–August 19
VINCENT GUILLOTON, *Director*

The German School
in the picturesque village of Bristol — July 5–August 19
ERNST FEISE, *Director*

The Italian School
on the Middlebury College Campus — July 2–August 19
SALVATORE J. CASTIGLIONE, *Director*

The Russian School
on the Middlebury College Campus — July 2–August 19
MISCHA H. FAYER, *Director*

The Spanish School
on the Middlebury College Campus — July 2–Aguust 19
JUAN A. CENTENO, *Director*

The Middlebury College Foreign Language Schools

SUMMER SESSION OF 1948

Administrative Officers

SAMUEL S. STRATTON, Ph.D., LL.D. . President of Middlebury College
STEPHEN A. FREEMAN, Ph.D. . Vice-President of Middlebury College and Director of the Language Schools
MISS MARGARET HOPKINS, A.B. . . . Secretary of the Summer Schools

---

History The Middlebury College Language Schools were the pioneers in the development of segregated, specialized summer schools for the study of modern languages in this country. The German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917 respectively. These schools represented a distinctive contribution to educational progress in America, and quickly won for Middlebury an international reputation. In 1920, the Bread Loaf School of English was begun on a similar pattern. The German School was reopened in 1931 and located in the neighboring village of Bristol. In 1932, the Italian School was added to the two other Romance Language units. The Russian School was inaugurated in the summer of 1945.

The Idea These schools stand for thorough training in a modern foreign language. They aim to give a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history, and culture of the foreign country. Success hinges upon the consistent enforcement of the Middlebury idea—the segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of the classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a faculty of native instructors. *During the entire session, the foreign language is the sole medium of communication in work and play. From the day of arrival, students are pledged to speak the foreign language.*

Objectives Throughout their history, the schools have been primarily devoted to the intensive preparation of teachers of languages. They have also shared in preparing men and women for foreign commercial or governmental contacts, and for participation in the new international organizations, both political and cultural. All those for whom understanding, speaking, reading, and writing a foreign language is of primary importance, will find at Middlebury ideal conditions for the pursuit of their special objectives. The fundamental ideal of the Language Schools of Middlebury College is to help prepare Americans for a durable peace and real international cooperation, based on an understanding of our cultural heritage and the thought processes of our neighbors in a small world.

Academic Status The quality of instruction offered at the Middlebury Schools is well known. As compared with foreign travel or study, a session here is more economical, provides courses better suited to the needs of American teachers, and gives an uninterrupted and intensive training which is not found in foreign institutions. At the same time, such study furnishes the indispensable preparation for later travel in the foreign land. The summer of 1947 brought students from forty-two different states and countries, including California, Canada, Colorado, Cuba, Louisiana, Nebraska, Norway, Oklahoma, Oregon, Texas and Washington. Two hundred nine colleges and universities were represented. Seventy-seven per cent of the students held degrees, and twenty-two per cent held the Master's degree or the Doctorate. The majority of the students are candidates for advanced degrees. Forty-six Master's degrees were awarded in August, 1947.

Location The Middlebury Language Schools are located in a lovely Vermont countryside, at the foot of the Green Mountains, and about twenty miles from Lake Champlain. The French, Italian, Russian and Spanish Schools occupy the campus of Middlebury College, founded in 1800 and still one of the most charming of New England colleges. The life of the German School centers around the quaint village green of Bristol, twelve miles away and nearer the mountains. The summer climate is delightful, with clear dry breezes, cool nights, and sufficient rain to keep the meadows and woods richly green. Students treasure the memories of many scenes of Vermont mountains and forests; the valley of the winding Otter, Lake Dunmore in its hollow among the hills; the Adirondacks, pink in the morning sun, or the eastern range growing purple in the twilight.

Atmosphere The schools endeavor to make everything about the life of a student during his stay contribute as richly and as pleasantly as possible to the mastery of the language. Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps;* while constant association with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the classroom, brings both inspirational and intellectual stimulus. Any language pursued under such conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained, approximately one to eight.

Recreation No college in the East offers more attractive opportunities for out-of-door recreation than are found at Middlebury in summer. The program of studies is so arranged as to leave late afternoons and week-ends free. Groups of students frequently spend an afternoon at a lake side or hiking in the mountains. Unusual opportunities are afforded by the Battell Forest of 13,000 acres, belonging to Middlebury College. Week-end hiking parties on the celebrated Long Trail of the Green Mountains have been popular. Swimming may be enjoyed at Lake Dunmore, or at Bartlett's Falls in Bristol. The tennis courts on the college campus are reserved for the use of students. There is a golf course within walking distance of the campus. Good automobile roads provide opportunity for trips into rural Vermont, to Lake Champlain, Lake Dunmore, Mount Mansfield, Ticonderoga, Ausable Chasm, the Adirondacks, Lake Placid, Lake George, and the White Mountains, any of which can be visited in a day's trip.

Admission Students may enter without examinations and without being candidates for degrees. No student will be admitted, however, unless his qualifications are approved by the Dean, and the right is reserved to place all students in the classes best suited to their advancement.

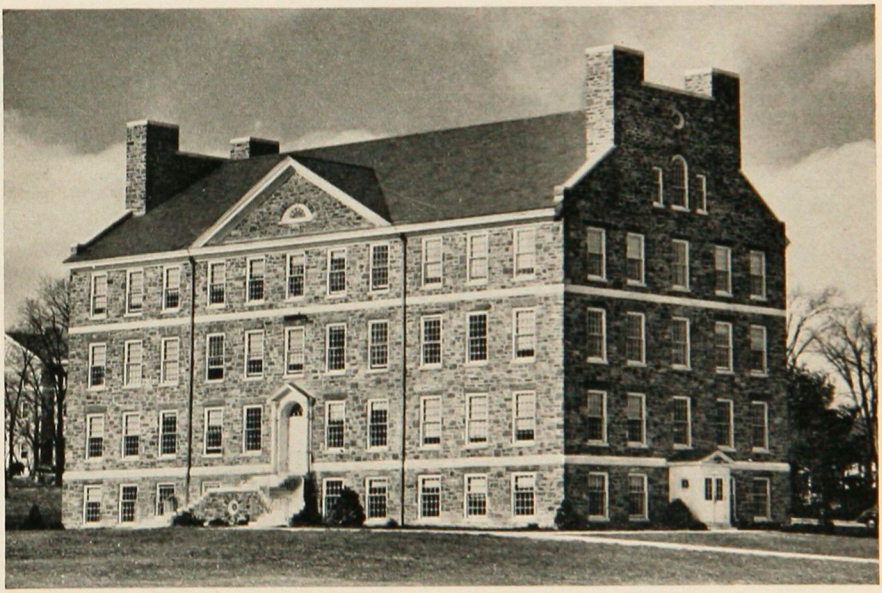
The schools are essentially graduate schools; and the courses are generally of an advanced nature, requiring advanced preparation and real linguistic ability. Preference for admission will be given to teachers of the language, or graduate students preparing to teach. A few undergraduates with a serious purpose may be accepted if they are recommended by their professors as having adequate preparation.

No student will be admitted to the schools unless he is able and willing to use only the foreign language, during the entire session, even in the individual dormitory rooms. This rule, which has become a cherished and unique tradition of the schools, and which is a fundamental of the Middlebury method, goes

into force from the moment the student enrolls. Students may, of course, use English in their dealings with the people of the village, but even in these cases, students must not speak English to each other. This rule holds good for all picnics and excursions. At the opening of the schools, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule. The Dean reserves the right to dismiss from the school students who willfully break it. Only the Director or the Dean may grant temporary release, upon occasions which may warrant it.

Cooperation All the Middlebury Language Schools maintain the closest cooperation with each other. An enrolled student may audit any courses in his own school. If, by reason of his proficiency, he receives the consent of the Deans of both schools, he may also audit courses in another school without charge, or he may enroll for credit in courses in another school on payment of a fee of $15 per course. It should be noted that because of the distance involved, such arrangements are difficult between schools on the Middlebury campus and the German School at Bristol.

All the schools share the use of the general Phonetics and Pronunciation Laboratory located in Hillside Cottage. In class groups or individually, students have access to the most up-to-date equipment for speech record-



Munroe Hall

ing on acetate discs or paper tape, electric play-backs with earphones, and separate practice rooms. The laboratory is open at regular hours, in charge of a technician and assistant.

Credits Students who desire credits must indicate that fact when they enroll, and, if candidates for a Middlebury degree, they must present evidence of their qualifications before their work will be counted. An official transcript will be issued upon application to the College Registrar. No certificates will be given for attendance, nor to students who do not take the final examinations. Not more than six credits may be gained in one summer by an undergraduate, and not more than eight credits by a graduate student. (See pages 25, 39, 50, 61, 71.) A graduate student must receive a grade of "B" in a course in order to obtain credit for that course. The undergraduate passing grade is "C," subject to the regulations of the student's own college. One credit is equal to one semester hour. Each summer course meeting daily grants two semester hours of credit.

Examinations In each school the last days of the session are devoted to final examinations. They are required of students who desire credits, transcripts, or recommendations, and it is very advisable that all should take them. The New York State written Examination for Approval of Oral Work is given at Middlebury early in August.

The Master's Degree Candidates for the Master's degree must hold a baccalaureate degree from some approved college. To obtain the degree of Master of Arts at Middlebury College, thirty credits are necessary. Twenty of the thirty credits must be earned at Middlebury College. Thirty credits may be gained by proficient students in four summer sessions. Students with six or more credits accepted from other institutions may complete their work for the Master's degree in three summers. Students desiring to transfer graduate credits earned at other institutions should present them to the dean of their school. Study in a foreign country in approved summer courses may be counted toward the M.A. degree from Middlebury; each individual case must be approved by the dean. Six credits may be allowed for an equivalent of ninety hours of class exercises followed by examinations. Six credits is the maximum allowed for a single summer session of foreign study. Twenty credits must be earned in the major language; ten may be earned in related subjects approved by the Dean.

Students desiring to count credits taken at Middlebury toward degrees

to be secured elsewhere should obtain permission to do so from the institution to which they wish the credits transferred.

Degrees are conferred in August or at the Commencement following the completion of the work. A fee of $15 is required for the diploma.

The Degree of Doctor of Modern Languages Middlebury College also offers, through the Language Schools, the advanced degree of Doctor of Modern Languages (D.M.L.). The main requirements are:

1. The Master's degree, in the major language, from a recognized university.

2. Residence at Middlebury College equivalent to thirty credits. This will ordinarily require four summers' residence, but the basis of the requirement is chiefly the fulfillment of a program, not merely a given total of points. The student will be required to complete the main lines or groups of the curriculum—Philology, Stylistics, Phonetics, Literature, Civilization, and Teaching Methods. The equivalent of ten credits of approved work beyond the Master's degree may be transferred from other institutions.

3. Two semesters' residence in a foreign country of the major language. This time should be spent in study in approved courses amounting to twelve hours a week (or twenty-four semester hours) of class exercises, or equivalent research. The work must be done according to a plan previously approved by the dean of the respective school, and the final results must be approved by him. Summer sessions may not be substituted for this requirement of two semesters' foreign residence.

4. A major language.
   a. A thorough knowledge of and the ability to use the spoken and written language, tested by an oral and written examination.
   b. A thorough training in phonetics. Candidates will be required to do work in a phonetics laboratory, and to write a report on their research.
   c. A scientific study of modern methods of teaching foreign languages. Statements will be requested from superintendents of schools, heads of departments, and others as to the success of the candidate's teaching and his professional ability. No student will be granted the D.M.L. who cannot be unqualifiedly recommended as an experienced and successful teacher of the language.
   d. A knowledge of philology, and of the morphology of the language.

5. A final oral examination conducted entirely in the major language, and covering all elements of the candidate's preparation.

6. A minor language (preferably a Romance Language). This will be tested by an oral and written examination. The candidate's knowledge of the language should be sufficient at least to teach successfully the intermediate courses in the language.

7. A reading knowledge of a third modern language. For majors in a Romance Language, German is recommended.

8. A dissertation in the major language. This dissertation, which should approximate 35,000 words, is intended to prove a thorough understanding of some subject, literary, phonetic, or pedagogical, which is worth a careful study. It must embody considerable original work and reflection, must show a mastery of the field, clearness of thought and

must be written in correct and easy style. The subject must be chosen and the preparation continued under the guidance of some member of the Middlebury faculty.

Offices The offices of the President and Vice-President of the College, and the Summer Schools Office are on the third floor of the Old Chapel. The office of the Director of the French School is in East Forest Hall, and that of the Dean is in Le Château. The office of the Director of the Spanish School is in Hepburn Hall. The office of the Director of the Italian School is in the Sigma Phi Epsilon House. The office of the German School is at the Bristol High School. The office of the Director of the Russian School is in Hillcrest Cottage.

Living Accommodations At the French, Italian, Russian, and Spanish Schools on the Middlebury campus, students are accommodated in the college dormitories or fraternity houses and board is provided by the college. All rooms are completely furnished by the college; blankets, sheets and towels are supplied. Arrangements for personal laundry may be made after arrival, with the matrons of the halls of residence. No accommodations for married couples are available in the halls of residence.

At the German School at Bristol, students are accommodated in private homes near the school; board is provided at the Bristol Inn, which is also the center of the school's social life. Rooms are completely furnished; bedding and linen are supplied.

Opening of the Session The French, Italian, Russian and Spanish Schools at Middlebury will open the session of 1948 on Friday, July 2, and will continue until August 19. August 16 and 17 will be taken for final examinations. Classes are conducted five days in the week. The houses of residence will open to receive students on Friday, July 2, and lunch will be served at 12:30 p. m. No guests can be received earlier. All houses will close after lunch, Thursday noon, August 19, and no guests can be accommodated after that time.

The German School at Bristol will open its session on Monday, July 5, and will continue until August 19. The opening exercises will be held Monday evening, July 5. The houses of residence will be open to receive students on Monday, July 5, and the first meal will be served at 6:30 p.m. No guests can be received earlier except by special arrangement. All houses of residence will be closed after breakfast, Thursday, August 19, and no guests can be accommodated after that date.

Enrollment of Students It is important that immediately upon arrival students should consult the Director or Dean of their school in regard to

Gifford Hall

the definite selection of courses. The Deans will be at their respective offices from 9 a. m. to 12 m., and from 2 p. m. to 5 p. m. on the enrollment days. After this consultation, the students should enroll, and pay all bills to the Treasurer. In all the schools, late enrollment after the first day of instruction will be accepted only on special permission secured in advance from the Dean, and will be subject to a fine.

For further information concerning arrival and registration, see pages 28, 41, 50, 61, 73.

Fees The administration reserves the right to make any changes without notice in courses, staff, living arrangements, etc. The following information about fees should be carefully noted:

French, German, Italian and Russian Schools Rates in these schools vary according to the houses of residence and single or double occupancy of rooms. The inclusive fee for registration, tuition, board and room will be from $260 to $295. In the *Spanish School* a uniform charge of $275 covers registration, tuition, board and room.

Registration Fee Each applicant who is accepted will pay a $15 registration fee. This fee will be applied to the student's total bill, and is non-refundable. An applicant is considered officially registered only when he has paid this fee. Money should not be sent until the secretary requests payment. Rooms are assigned only to officially registered students; therefore, a room deposit is not required. All payments should be made in

checks or money-orders, not cash; and the name of the student for whose account payment is made should be clearly indicated.

Non-Resident Students The tuition fee for students rooming outside is $135. Such persons may be boarded in the dining halls, if there is room for them.

Auditors All courses in a school are open to auditing at any time by members of that school, or to members of another of the Language Schools on permission of the respective Deans. Visitors in Middlebury, not members of a school, may be permitted to enroll as auditors in one of the Language Schools, on payment of the fee of $15 a week or $60 for four or more weeks. All such auditors are not entitled to take part in class discussions, nor to receive the attention of the professor. Auditors are entitled to attend social events and evening entertainments. To enroll as a regular member of a course, a student must pay the full tuition charge.

Late Enrollment Fine Students enrolling or paying their fees after the first day of instruction will be required to pay a fine of $3 for the first day and $1 additional for each day during the first week of classes, after which no enrollments will be accepted.

Transcript Fees An official transcript will be issued without charge upon request to the College Registrar. A fee of $.50 is charged for each additional transcript, bearing one summer's credit. A fee of $1 is charged for transcripts covering credit of two or more summers.

Refunds Owing to fixed obligations for service, instruction, and maintenance, persons arriving late or leaving school before the close of the session must not expect reimbursement of any charges for the unconsumed time. No allowances will be made for weekend absences.

Veterans Veterans may attend the Language Schools in accordance with the educational benefits of the G. I. Bill of Rights. The cost of tuition will be paid directly by the Government; room and board charges will be paid by the veteran. If a veteran wishes to enroll, he should apply immediately for a *Certificate of Eligibility* from his local Veterans Administration Agency. This certificate must be presented to the Treasurer on enrollment day if the student expects to have the cost of his tuition paid by the Government; otherwise, he should come prepared to pay his own tuition bill. Married veterans living in town must pay the registration fee, but it will be refunded after the opening of the school, if their papers are in order in the Treasurer's Office.

Guests In view of the fact that the college facilities are very crowded, it will not be possible to accommodate guests of students during the session or at Commencement.

Payments A student's entire bill is payable at the opening of the session. Students are urgently advised to avoid unnecessary delays and inconvenience by bringing all money for fees, board, and lodging, etc. in the form of money orders, express checks, or cashier's checks on an accredited bank. Checks should be made payable to Middlebury College.

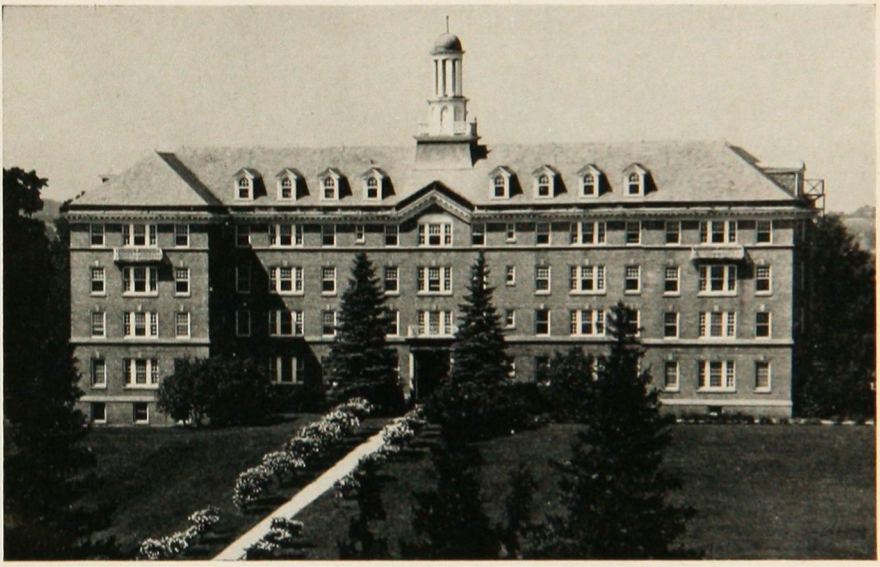
Self-Help For scholarships and opportunities for service, see pages 30, 41, 51, 61, 74.

Correspondence Further information about admission, courses, self-help and scholarships may be secured by writing to the Dean of the school concerned. Correspondence concerning room reservations, fees, requests for catalogs, and questions of a general nature should be addressed to the Secretary of the Summer Schools, Middlebury College, Middlebury, Vt., indicating which school is referred to.

Student Mail In order to insure prompt delivery of their mail, students in the French, Italian, Russian and Spanish Schools at Middlebury should have all mail addressed to the house of residence to which they are assigned. German School students should have mail sent in care of the German School, Bristol, Vermont.

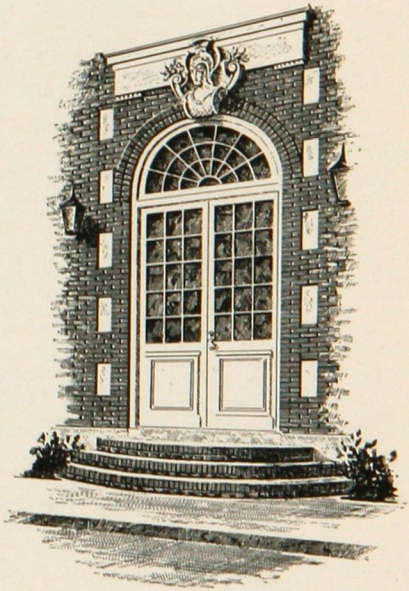
Railroad Routes Middlebury can be reached from New York City or Boston by the Rutland Railroad. Students leaving New York or Boston in the morning will arrive in the afternoon. Night trains leaving New York or Boston arrive in the morning. Students on the route of the Delaware and Hudson can make connections with the Rutland Railroad at Rutland, Vermont. Students from the West reach Middlebury via the New York Central, changing at Albany, N. Y., and Troy, N. Y.

German School students should buy tickets and check baggage to New Haven, Vermont, the next stop north of Middlebury. Advance arrangements should be made with the Dean of the German School for transportation from New Haven to Bristol.



Hepburn Hall

École Française



THE FRENCH SCHOOL

(July 2–August 19)

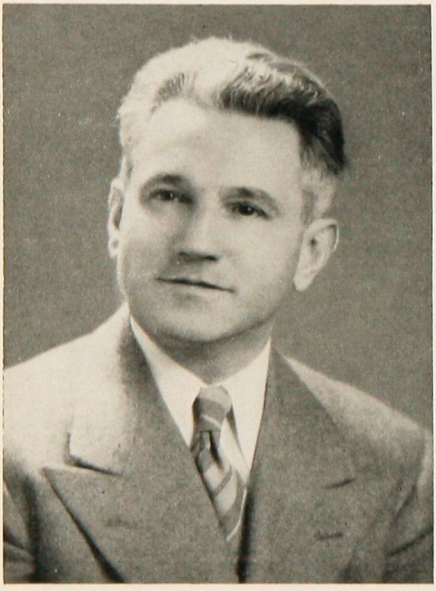
Now in its second year under the direction of Professor Vincent Guilloton of Smith College, and faithful to its thirty-two years of experience, the FRENCH SCHOOL offers again a coherent program of studies intended for all those who are professionally concerned with the language of France and her civilization.

M. Guilloton was privileged to spend part of the year in Paris, and to follow the social and political developments in France. He will offer, as a result, a new course, *The Making of the Fourth Republic*, and bring to the School the benefit of his renewed contact with France.

The Visiting Professor will be Dr. Albert Farmer, Professeur de Littérature anglaise at the Sorbonne. One of the most brilliant professors at the University of Paris, and a former Visiting Professor at Brown and Harvard Universities, M. Farmer will teach a course on *The Literary Relations between France and England from the Eighteenth Century to the Present*.

Other special features of the session are: Two new courses, by Professor Gallois, also from Paris: *Introduction to Modern French Poetry*, and *Marcel Proust and André Gide*; the return of Professor Maurice Coindreau, of Princeton University; the appointment of many new instructors coming directly from France.

The Staff



VINCENT GUILLOTON, *Director*.

Ancien élève de l'École Normale Supérieure; Agrégé de l'Université, 1921; Chevalier de la Légion d'Honneur; Member of the League of Nations Secretariat, Interpreting and Translating Section, 1920; Précis-Writer to the Advisory Jurists' Commission, World Court, The Hague, July 1920; on staff, University of Syracuse, 1921-23; Smith College, 1923-29; Professor, 1929—; Summer Quarter, University of Chicago, 1929; Conférencier général de l'Alliance française, 1937–38; formerly, President Boston Chapter, Am. Ass'n of Teachers of French; Middlebury College French Summer School, 1932; Assistant-Director, 1935, 38, 39, 41–43, 46; Acting Director, 1937, 40, 44, 45.

Author of articles in *Revue anglo-américaine, Modern Language Notes, French Review, Smith College Studies*; Contributor to the *Columbia Dictionary of Modern European Literature*.

CLAUDE L. BOURCIER, *Dean.*

Agrégé des lettres, 1935; Ancien élève de l'École Normale Supérieure, 1932–35; Diplôme d'études supérieures, 1934 (Mémoire: *Le Sentiment religieux et l'apport étranger dans les chants "spirituals" du nègre américain*); on staff, University of Maine, 1935–36; Middlebury College, 1937—; Professor, 1946—; Visiting Lecturer, Université de Montréal, Feb.–March, 1945; Middlebury College French Summer School, 1936, 38—; Acting Dean, 1945.

Contributor to the *Columbia Dictionary of Modern European Literature.*

ALBERT FARMER, *Visiting Professor.*

Agrégé de l'Université; Docteur-ès-lettres; Professeur au Lycée de Toulouse, 1920–24; à l'Université de Grenoble, 1924–31; Visiting Professor, Brown University, 1931–33; Professeur à l'Université de Bordeaux, 1933–45; Exchange Professor, Harvard University, 1936–37; Professeur à la Sorbonne, 1945—. Has lectured extensively in France, England and the United States.

Author of: *Les Oeuvres françaises de Scévole de Sainte-Marthe; Walter Pater as a Critic of English Literature; Le Mouvement esthétique et décadent en Angleterre;* Numerous articles in *Annales de l'Université de Grenoble, Revue des langues vivantes, Revue anglo-américaine, Études anglaises, French Review,* etc.

MAX BELLANCOURT.

Licence-ès-lettres; Diplôme d'études supérieures; Diplôme de Phonétique, London University College; on staff, Collèges et Lycées français; Brockley County School; Goldsmith's College, London; Somerville College, Oxford University; University of Manchester; Lecturer, City Literary Institute, London; Asst.-Lecturer, London School of Economics, in charge of Phonetics Department; Middlebury College French Summer School, 1948.

JEAN BOORSCH.

Agrégé des lettres, 1929; Lauréat du Concours général des Lycées de France, 1922; Ancien élève de l'École Normale Supérieure, 1926–29; Diplôme d'études supérieures, 1928 (Mémoire: *La Légende d'Hélène de Sparte*); on staff, Middlebury College, 1929–31, 32–34; Yale University, 1934—; Assoc. Prof., 1940—; Visiting Professor, Mills College, Summer Session, 1939, 40; Middlebury College French Summer School, 1930–31, 33–38, 41, 47—.

Author of: *Etat présent des études cartésiennes,* 1937; *Remarques sur la technique dramatique de Corneille,* 1941; *L'Invention chez Corneille,* 1943.

MLLE JEANNE BOUCOIRAN.

Diplôme de l'École de Préparation des Professeurs de français à l'étranger; Licence-ès-lettres; Professeur à l'École pratique de l'Alliance française; Pennsylvania State French Summer School, 1936–39; Western Reserve School of French, Summer, 1947; Détachée à la Direction générale des Relations culturelles, 1944—; Middlebury College French Summer School, 1948.

MLLE MONIQUE BREUIL.

Certificats de la licence-ès-lettres, 1946; Teaching Fellow, Carleton College, 1947–48; Middlebury College French Summer School, 1948.

MAURICE COINDREAU.

Professor of French Literature, Princeton University; Agrégé de l'Université; Licencié en droit; Ancien membre de l'École des Hautes Études Hispaniques (Madrid); Critique littéraire de *France-Amérique*; Conférencier général de l'Alliance française, 1936–37; Visiting Professor, Mills College, Summer Session, 1936, 37, 44; Middlebury College French Summer School, 1938, 40, 41, 45, 46, 48.

Author of: *La Farce est jouée*, 1942; *Quadrille américain*, 1945; *Aperçus de littérature américaine*, 1945; *A French Composition Book*, 1925; *An Alternative French Composition Book*, 1936 (both with L.F.H. Lowe); Editions: A. de Lorde, *Trois Pièces d'épouvante*, 1934; *Contes et nouvelles du temps présent*, with J.R. Loy, 1941; Translations: J. Dos Passos, *Manhattan Transfer*, 1928; E. Hemingway, *L'Adieu aux armes*, 1932; *Le Soleil se lève aussi*, 1933; W. Faulkner, *Tandis que j'agonise*, 1934; *Lumière d'août*, 1935; *Le Bruit et la fureur*, 1938; E. Caldwell, *Le Petit Arpent du Bon Dieu*, 1936; *La Route au tabac*, 1937; J. Steinbeck, *Des Souris et des hommes*, 1939; W.L. Willkie, *Le Monde est un*, 1943; E. Reves, *Manifeste démocratique*, 1944; W. Maxwell, *La Feuille repliée*, 1948.

MLLE ANNE-MARIE DE COMMAILLE.

Secondary studies, Bordeaux and Bayonne, France; M.A., Columbia University, 1947; on staff, The Spence School, 1941—; The School of General Studies, Columbia University, 1947—; Middlebury College French Summer School, 1948.

MISS LOUISE CRANDALL.

M.A., Middlebury College, 1929; École de Préparation, Sorbonne, 1930–31; Institut de Phonétique, Summer, 1933; Cours de Civilisation, Sorbonne, Summer, 1937; on staff, New Castle public schools, 1921–30; Training Teacher for Teachers, Westminster College, 1924–30; Head of French Dept., New Castle High School, 1925–30; Great Neck High School, 1931—; Middlebury College French Summer School, 1939–42, 44—.

PIERRE CRAPON DE CAPRONA.

Certificat P.C.B., 1939; Certificats de licence, Paris, 1946–47; Ancien élève de l'Ecole des Langues Orientales, 1945–47; on staff, Yale University, 1947—; Middlebury College French Summer School, 1948.

PIERRE C. DELATTRE.

Baccalauréat-ès-lettres, Universités de Lyon et Paris; Diplôme de Phonétique, Institut de Phonétique, Université de Paris; Ph.D., University of Michigan, 1936; on staff, Wayne University, 1925–40; University of Oklahoma, 1941–47; University of Pennsylvania, 1947—; Assoc. Editor, *The French Review*, 1939—; Special Editor, *Webster's Dictionary*, 1940—; Contrib. Editor, *Books Abroad*, 1941—; Middlebury College French Summer School, 1941, 43—.

Author of: *La Durée des voyelles en français*, 1940; *Principes de phonétique française*, 1947; *An Introduction to French Speech Habits*, 1947; Numerous articles in *French Review*, *Maître phonétique*, *Français moderne*, *Modern Language Notes*, PMLA, etc.

MARC DENKINGER.

Maturité classique, Genève, 1914; Licence-ès-lettres, Université de Genève, 1918; A.M., Harvard, 1925; Ph.D., 1928; Modern Language Master, Westgate-on-Sea, England, 1920–21; on staff, Brown University, 1922–23; Harvard, 1924–27; M.I.T., 1926–27; Yale, 1927–29; University of Buffalo, 1929–34; Asst. Prof., University of Michigan, 1934—; Middlebury College French Summer School, 1928—.

Author of articles in *Modern Language Notes*, *PMLA*, *French Review*; Translation: Howard Fast, *Citizen Tom Paine*, 1943.

FREDERICK D. EDDY.

A.M., Teachers College, Columbia University, 1935; A.M., Middlebury College, 1946; Phi Beta Kappa; Institut de Phonétique, Summer, 1939; on staff, Pelham Memorial High School, 1935–41; Green Mountain Junior College, 1941–44; Phillips Exeter Academy, 1944–46; University of Oklahoma, 1946–47; University of Pennsylvania, 1947—; Managing Editor, *The French Review*, 1944–46; on editorial staff, *Books Abroad*, 1946—; Middlebury College French Summer School, 1948.

Author of: "The Language Studio," *Modern Language Journal*, 1944.

JACQUES FONTANET.

Licence d'anglais, Sorbonne, 1944; Diplôme d'études supérieures, 1945 (Mémoire: *The Picture of America in Whitman's "Leaves of Grass"*); Aspirant-Interprète de l'Armée de l'Air, 1945–46; on staff, Rutlish School, Wimbledon, England, 1946–47; Indiana University, 1947—; Middlebury College French Summer School, 1948.

MME MARGUERITE FOUREL.

Ancienne élève de la Maison d'Éducation de la Légion d'Honneur de Saint-Denis; Brevet supérieur; Teacher of French and Head of the French House, Tenacre, Wellesley, Mass., 1924–28; on staff, Beaver Country Day School, Chestnut Hill, Mass., 1928–45; Head of Dept., 1945—; Middlebury College French Summer School, 1928, 30, 32–35, 37, 38, 45—.

DANIEL GALLOIS.

Agrégé des lettres, 1930; Ancien élève de l'École Normale Supérieure, 1926–30; Diplôme d'études supérieures, 1929 (Mémoire: *La Poétique de Jules Laforgue*); Professeur au Lycée Charlemagne, Rome, 1930–31; Lycée d'Orléans, 1932–35; Lycée Louis-le-Grand, Paris, 1935–38; Lycée Condorcet, 1938–44; Professeur de Lettres supérieures (préparation à l'École Normale Supérieure), Lycée Condorcet, 1945—; Maître de conférences, École Normale Supérieure de St. Cloud, 1945—; Middlebury College French Summer School, 1948.

MME ODILE GALLOIS.

Agrégée des lettres, 1931; Diplôme d'études supérieures, 1929 (Mémoire: *Le Féminisme de Molière à Marivaux*); Professeur au Lycée de Bordeaux, 1931–32; Lycée d'Amiens, 1932–33; Lycée d'Orléans, 1933–35; Lycée Molière, Paris, 1935—; Middlebury College French Summer School, 1948.

RENÉ GUIET.

Licence-ès-lettres, 1924; M.A., University of Illinois, 1921; Docteur de l'Université, Paris, 1936; Fellow, University of Illinois, 1919–20; on staff, 1921–25; Hunter College, 1926–27; Assoc. Prof., Smith College, 1928—; Pennsylvania State French Summer School, 1930–42; A.S.T.P., Hamilton College, Summer, 1943; Middlebury College French Summer School, 1925, 44, 45, 47—.

Author of: *Le Livret d'opéra en France, de Gluck à la Révolution* (1774–1790), 1936; articles in *PMLA*, *Smith College Studies*, *Modern Language Notes*.

MME MADELEINE GUILLOTON.

Licence-ès-lettres, 1918; M.A., University of Syracuse, 1919; on staff, University of Syracuse, 1919–20, 21–23; Smith College, 1923–31; Assoc. Prof., 1931—; Profes-

French School Faculty and Staff of 1947

First Row:—(Left to right) Mr. Freeman, Mlle Brée, M. Bourcier, Mme Guéhenno, M. Guilloton, Mme Guilloton, M. Guéhenno, Mme Gall-Bernot, Mme Moussu.

Second Row: Mlle Quillivic, Miss Dennis, Mlle Courbot, Mlle Noviant, Mlle Gourier, Mlle Rey, Mme Fourel, Miss Scott, Mlle Lafon, M. Delattre.

Third Row: Mlle Delobel, Mme Bertrand, Miss Hampl, Miss Crandall, Miss Charpentier, M. Pargment, Miss Curtiss, Miss Hulst, M. Guiet, Miss Jeffries, Mr. Kimball, M. Pelmont, Miss Swift.

Back Row: Miss Snow, M. Michel Guilloton, Mlle Watney, M. Boorsch, M. Asselineau, M. Mohrt, M. Bruneau, Mlle Alexeieff, M. François-Poncet. M. Denkinger, M. Thomas.

seur à l'Alliance française, Paris, Cours d'été, 1920, 21; Middlebury College French Summer School, 1932, 35, 37—.

JEAN HAMARD.

Agrégé de l'Université, 1946; Diplôme d'études supérieures, 1943 (Mémoire: *Lytton Strachey as a Critic of Religion*); Assistant in Acton County School, London, England, 1945–46; Professeur au Lycée et à l'École des Mines de Nancy, 1946–47; on staff, Johns Hopkins University, 1947–48; Middlebury College French Summer School, 1948.

MLLE MARIE-ROSE HUNTZBUCHLER.

Brevet supérieur; Certificat d'aptitude pédagogique; M.A., Brown University, 1928; on staff, Wheaton College, 1924–28; Asst. Prof., 1928–45; Summer Session, Tufts College, 1944; Cours spéciaux pour l'armée américaine, Paris, 1945–46; Cours pour les étrangers, Sorbonne, été 1947; Middlebury College French Summer School, 1929–32, 48.

FERNAND MARTY.

Brevet supérieur, 1940; Certificat d'aptitude pédagogique, 1942; A.B., B.S., Jacksonville College, Ala., 1947; Cours spéciaux pour l'armée américaine, 1942–45; Professeur au Collège de Louviers, 1945–46; on staff, Jacksonville College, 1946–47; Middlebury College, 1947—; Middlebury College French Summer School, 1948.

MME LÉONTINE MOUSSU.

Brevet supérieur; Attachée à l'Institut de Phonétique, Université de Paris; Officier d'Académie; grande médaille d'argent de l'Alliance française; Professeur à l'École pratique de l'Alliance française, 1919–28; aux Cours d'été de l'Alliance française; aux Cours spéciaux d'été de la Sorbonne, 1929–33; à l'Institut Britannique, Paris; Cours spéciaux pour l'armée américaine, Paris, 1918–19, 45–46; Cours de Phonétique, Oxford University, session de Pâques 1946; Cours de civilisation française, Sorbonne, 1946—; Middlebury College French Summer School, 1934–39, 46—.

Author of: Juneau-Moussu, *Phonétique et diction*, 1936.

M. S. PARGMENT.

Maturité classique, Académie de Kief; Diplôme d'études universitaires, Université de Paris; Professor of French, University of Michigan; Middlebury College French Summer School, 1930—.

Author of: *Exercices français: Cours préparatoire, Première partie; Deuxième partie; La France et les Français; Le Français oral; Exercices de composition et de grammaire; Lectures pour débutants; Coutumes françaises d'hier et d'aujourd'hui; Initiation à la langue française; Gens et choses de France; La Deuxième Étape en langue française; Beginning College French*; Editor: *Contes de la vieille France; Trente-trois contes et nouvelles.*

MLLE MARIE-ANTOINETTE PLANEIX.

Agrégée des lettres, 1943; Professeur au Lycée de Saint-Quentin, 1943–46; Chargée de mission au Ministère de l'Intérieur, 1946; Professeur au Lycée de Sèvres, 1946–47; on staff, Baldwin School, Bryn Mawr, 1947–48; Middlebury College French Summer School, 1948.

MLLE MAUD REY.

Brevet supérieur; studied at the Sorbonne and Université Catholique, Paris; also with J. Copeau, Directeur du Théâtre du Vieux-Colombier, and C. Dullin, Directeur

du Théâtre de l'Atelier, Paris, 1921–22; Lecturer and Dramatic Reader, 1922–26; Director of French Dramatics, Bryn Mawr College, 1930–43; Lecturer in French Diction, Bryn Mawr College, 1934–43; Head of French Dept., Baldwin School, Bryn Mawr, 1917–20, 27–47; Middlebury College French Summer School, 1935—.

MLLE FRANCINE DE TAEYE.

Licence-ès-lettres, 1942; Diplôme d'études supérieures, 1943; Assistant in French, Croydon (England) High School, 1945–46; Professeur au Collège de Bagnères-de-Bigorre, 1946–47; Teaching Fellow, Bryn Mawr College, 1947—; Middlebury College French Summer School, 1948.

PIERRE THOMAS.

Diplôme d'ingénieur de l'École Centrale des Arts et Manufactures, Paris, 1924; Graduate Fellow, Middlebury College, 1927–28; on staff, University of Oregon, 1928–29; The Arizona Desert School, Tucson, 1929–42; Assoc. Prof., Cornell University, 1942–46; French Correspondence Courses, Bethel, Me., 1946—; Middlebury College French Summer School, 1927—.

Administrative Staff and Auxiliary Personnel

Miss Rachel Charpentier, Secretary to the Director.
James R. Douglas, B.A., Brown University; Organist and Chimer.
Mlle Jeannie Fourel, Asst. in Phonetics Center.
Mlle Françoise Gourier, Dipl. d'études sup., Paris; Asst. in Phonetics Center.
Michel Guilloton, Aide to the Director.
André Jacq, M.A., Harvard University; Asst. in Phonetics Center.
Miss Elna Jeffries, A.M., University of Michigan; Corrector.
Lawrence D. Kimball, M.A., Middlebury College; Asst. in Dramatics.
Miss Ellen Macomber, Ph.B., University of Vermont; Secretary to the Dean.
Miss Barbara Snow, B.A., Middlebury College; Secretary of the French School.
Miss Natalie Swift, M.A., Middlebury College; in charge of Librairie.
Miss Marion Tamin, M.A., Columbia University; in charge of Phonetics Center.

DAILY COURSES

A. Language

Directeur d'études, M. Guilloton

11. ADVANCED FRENCH STYLISTICS.

The purpose of this course is to impart to advanced students a finer feeling for French style, a sense for shades of expression, a mastery of certain difficulties not discussed in more elementary courses. Theoretical lessons in stylistics; advanced exercises in translation. Strictly limited to twenty students. 8:00 M. Guilloton.

12. ADVANCED COMPOSITION.

A course intended for students who, having a good knowledge of French, have not yet mastered certain peculiarities of grammar and other difficulties of the language. Translation from English into French of texts of increasing difficulty; class discussions; study of important points of grammar. Each section limited to twenty students. 8:00, 9:00, 10:00 Mlle Boucoiran, MM. Guiet, Hamard.

13. COMPOSITION AND ADVANCED GRAMMAR.

This course aims to strengthen the background and broaden the range of the teacher of French grammar and composition, while seeking to train him in the use of correct, idiomatic French. Review of theoretical grammar and its traditional treatment, in the light of actual usage and linguistic facts.

8:00, 9:00, 11:00, 12:00 MM. Pargment, Crapon, Mme Fourel.

14. INTERMEDIATE COMPOSITION AND REVIEW GRAMMAR.

This course is intended for students who have only an incomplete mastery of the language; it aims to impart a reasonable degree of proficiency in the use of written French, and offers a systematic review and application of the fundamental principles of grammar. (This course does not count toward the M.A. degree.)

8:00, 9:00, 10:00, 11:00 MM. Pargment, Guiet, Crapon, Mme Fourel.

16. (OLD FRENCH.)

Omitted in 1948.

Note: A written test will be given early in all the Language Courses. According to the results of this test, students will be assigned to the proper section of the course in which they registered, or to another course in this group.

B. Phonetics and Diction

Directeur d'études pour la phonétique, M. Delattre
Directeur d'études pour la diction, Mme Moussu

21. (LABORATORY COURSE IN EXPERIMENTAL PHONETICS.)

Omitted in 1948.

22. ADVANCED PHONETICS.

This course aims to teach students, who already have a good knowledge of phonetics and whose pronunciation is sufficiently correct, the pronunciation accepted among cultivated French people, and to give them a practical method of teaching phonetics to their pupils. References to the scientific theory of phonetics with a view to its practical application. 8:00, 9:00, 10:00 MM. Delattre, Bellancourt, Mme Moussu.

23. INTERMEDIATE PHONETICS.

A continued study of practical phonetics, with its application to personal pronunciation. Correct formation of French sounds. Sounds in isolation and combination. Oral exercises and ear training.

8:00, 9:00, 10:00, 11:00, 12:00 MM. Delattre, Bellancourt, Mme Moussu.

24. ELEMENTARY PHONETICS.

The beginnings of a scientific training in French pronunciation, based on phonetics. Methodical comparison of English and French sounds. This course is intended for students who have never studied phonetics, and for those who have never attacked the problem of their own pronunciation in a scientific manner. (This course does not count toward the M.A. degree.)

8:00, 9:00, 10:00, 11:00, 12:00 MM. Eddy, Marty, Mlle de Commaille.

25. DICTION, INTONATION, ELOCUTION.

This course is meant to complete the work done in phonetics and should not be taken

"Debout, sainte cohorte . . . !" Sunday Morning Chapel Service

without a good knowledge of phonetics. It aims to impart, not an artificial pronunciation, but the expressive and musical shading for French diction, used in ordinary conversation as well as in public reading or speaking.

9:00, 10:00, 11:00 Mme Moussu, Mlle Rey.

Notes:

1. In all Phonetics and Diction classes, placement tests will be given at the beginning, and each section will be limited to fifteen students.

2. In all Phonetics and Diction classes, intensive oral training will be given through the use of phonograph recordings, and all students will be expected to make extensive use of the facilities of the Phonetics Center.

C. Methods and Professional Training

31. (THE TEACHING OF MODERN FOREIGN LANGUAGES.)
Omitted in 1948.

33. FRENCH CLUB ACTIVITIES.
The organization of a successful Cercle Français, and the practical problems connected with it: creating and maintaining a French atmosphere, stimulation of student

interest, research and utilization of suitable material: songs, games, dramatizations, photographs, slides, films, etc. Typical programs worked out in full.

Textbooks: *Le Cercle Français*, by Ruth C. Morize; *Le Cercle Français*, by R. P. Jameson.

10:00 Miss Crandall.

Note: The students in this course, as well as all the students of the School, will have access to the facilities of the Realia Collection, and are urged to consult Miss Crandall, in charge of the Collection, about special problems and needs.

D. Literature and Civilization

Directeur d'études, M. Guilloton

41. LITERARY RELATIONS BETWEEN FRANCE AND ENGLAND FROM THE EIGHTEENTH CENTURY TO THE PRESENT.

Beginning with the first contacts between the classical schools in France and England, the course will bring out the paramount influence exerted by English thought on such authors as Voltaire, Montesquieu, Diderot and Rousseau. After studying the action of English Romanticism on France, followed by a period of relative isolation of the two countries, the course will discuss the decisive influence of French literature on England,—Flaubert and the realists, Mallarmé and the symbolists. Emphasis will be laid on the present period with its characteristic interplay of forms and ideas.

11:00 M. Farmer.

43. THE MAKING OF THE FOURTH REPUBLIC.

The course will consider the difficulties attending the birth and establishment of the post-war regime in France; the role played by old and new political formations; the strategy of the Communists; the position of de Gaulle and his neo-gaullist movement; the implications of the recent split in the ranks of Labor. 9:00 M. Guilloton.

44. FRENCH CIVILIZATION IN A CHANGING WORLD.

The various geographical, historical, economic, social, and cultural elements that make an understanding of France and its civilization possible will be examined in the light of the many problems which France has yet to meet, faced as she is with the challenge of a fast changing world. 10:00 M. Bourcier.

45. MARCEL PROUST AND ANDRÉ GIDE.

A psychological, moral and aesthetic analysis of the works of these two authors, with a view to clarifying the following points: the genesis of their works; the relationship between the writers' lives and their art; their methods of introspection and observation; their appraisal of individual and collective values; the painting of self and of society; their critical views, patterns of composition, and styles.

12:00 M. Gallois.

46. CONTEMPORARY FRENCH THEATRE.

The principal aspects of dramatic activity in France from 1900 to the present day. *Théâtres du boulevard, Théâtres subventionnés, Scènes d'avant-garde.* A study of a few plays chosen among those which best represent present tendencies. Outside readings, class discussion, written reports. 10:00 M. Coindreau.

48. INTRODUCTION TO MODERN FRENCH POETRY.

A study of the new trends that transformed poetry between 1850 and 1918. Centered around the symbolist movement, it will start with its forerunners, de Nerval and Baudelaire, and move to its contemporary exponents, Valéry, Claudel and Apollinaire, the latter seen as heir to Symbolism and initiator of Surrealism.

9:00 M. Gallois.

51. STUDIES IN THE CONTEMPORARY NOVEL.

A careful study of the present day movements and tendencies in the French novel. The authors studied will include Duhamel, Mauriac, Romains, Giraudoux, Malraux, Camus and Sartre. Readings and lectures, supplemented by a detailed examination of a few representative works through critical discussions and analyses.

9:00 M. Boorsch.

54. THE DRAMA OF THE ROMANTIC PERIOD.

The dramatic works of Hugo, Vigny, Dumas, Musset and Scribe studied and discussed from the point of view of dramatic theory and practice as well as background, influence, and literary value. A previous knowledge of the period, although not a prerequisite, would be desirable. Lectures, collateral readings, class discussions.

12:00 M. Denkinger.

56. PROSE AND POETRY OF THE SEVENTEENTH CENTURY.

The main expressions of thought and art throughout the century; the tendency of Classicism towards organization and the divergent currents; poetry, Christian humanism, libertine thought, baroque literature, novels and philosophy. Most readings will be from complete works, but the anthology, Peyre & Grant, *Seventeenth Century French Prose and Poetry*, will also be used. 12:00 M. Boorsch.

57. THE DRAMA OF THE SEVENTEENTH CENTURY.

The masterpieces of Corneille, Molière and Racine will be read and discussed. A study will be made of the evolution of the drama during the century, as well as the role played by minor authors, with factual data on stagecraft and the life of the actors. Lectures, collateral readings, class discussions. 10:00 M. Denkinger.

58. THE RENAISSANCE AND ITS GREAT WRITERS.

An analysis of the Renaissance as it expressed itself in the works of the leading authors of France in the sixteenth century. A careful study of the writings and ideas of Rabelais, Ronsard, du Bellay, d'Aubigné, Montaigne and Calvin. Discussion of literary tendencies, outside reading, written and oral reports. 9:00 M. Coindreau.

63. EXPLICATIONS DE TEXTES.

Reading and interpretation of French texts, according to a method extensively used in French universities. Demonstrations and criticisms by the instructor, written preparation and oral practice by the students. Prose passages from representative authors of the eighteenth century and poems of the romantic period will be chosen for detailed analysis.

8:00 Mme Gallois.

Note: All students, especially doctorate candidates, who are working on a problem of literary research or any other academic project, should not fail to profit by the individual guidance offered by the school staff. Personal interviews and consultations will be arranged with members of the staff who specialize in the same field.

E. Oral Practice

Directeur d'études, M. Thomas

74. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Carefully selected groups, limited to ten students, for intensive training in French oral practice and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports. This course is required for the Master's degree.

9:00, 10:00, 11:00 Mmes Guilloton, Gallois, Mlle Boucoiran.

75. CONVERSATION AND VOCABULARY.

A systematic course, based on a daily two-hour plan, for students who understand French readily but need to gain confidence and efficiency in speaking. The students will: 1. attend a required general meeting, for a thorough study of the topics and materials to be used the next day in the practice sections; 2. in these sections, carry on actual conversation on the topics and with the material presented on the preceding day. (This course does not count toward the M.A. degree.)

General meeting at 8:00 M. Thomas.

Sections, 9:00, 10:00, 11:00, 12:00 M. Fontanet, Mlles Breuil, Huntzbuchler, Planeix, Rey, de Taeye.

76. ELEMENTS OF ORAL PRACTICE.

A systematic course, based on the aural-oral method, for students who have had little or no opportunity to hear French or to speak it. The students will: 1. listen to specially-made records and take from dictation the topics and materials to be used in their oral practice, the next day; 2. converse, in small sections, on the topics and with the material gathered by them on the preceding day. (This course does not count toward the M.A. degree.)

General meeting at 2:00 M. Thomas.

Sections, 9:00, 10:00, 11:00 M. Thomas, Mlle de Commaille.

Note: Enrolment in all Oral Practice courses is on a tentative, probationary basis. At the end of the first week, or before, students will be assigned to the proper course, according to their ability.

Credits Two credits will be allowed for each course, unless otherwise indicated. All courses count toward the Bachelor's degree, and all except Courses 14, 24, 75, and 76 count for the Master's degree. (The courses which do not count for the M.A. are: Intermediate Composition, Elementary Phonetics, Conversation and Vocabulary, and Elements of Oral Practice.)

Courses 11 and 12, in Stylistics and Advanced Composition, may with the consent of the Dean be taken a second summer for credit, since the material of the course is varied each year.

Requirements for Degrees All candidates for the Master's degree are required to pass, before the completion of their work, an advanced course

in each of the following subjects: Stylistics, Phonetics, Methods, Literature, Civilization and Oral Practice. Courses 12, 23, 31, 74, and two courses in Group D, one of literature and one of civilization, satisfy these requirements. Students who have transferred credit for an equivalent course taken elsewhere may request release from the requirement.

Students who intend to work for the D.M.L. (see page 7) are accepted on a tentative, probationary basis before being officially enrolled as candidates for that degree. During that period, the School reserves the right to ask of the students that they show evidence of their qualifications by submitting a long paper on some agreed subject.

Realia Collections A unique collection of illustrative material has been assembled at the school, and is on display at Pearsons Hall. Provincial costumes, small models of regional houses and furniture, dressed dolls, santons, Guignol accessories, shelves of books for children, illustrated magazines, language games of all sorts, railway posters, postcards and photographs of all parts of France, decorations for classrooms, and extensive files of suggested realia and sources for obtaining it—all these may be examined and consulted by students during regular daily hours.

French Libraries The French Libraries, in the College Library and in the Château, contain over 8,500 volumes, dealing with the French language, literature, history, and civilization. They include recent publications of note in fiction, poetry, and drama; and were enriched in 1938 by a very generous gift from the French government. The collections on the subjects of realia, art, and teaching methods are noteworthy.

Phonetics Center The scientific equipment for the study of pronunciation is assembled in a coordinated unit on the ground floor of Pearsons, known as the Phonetics Center. Students will find there the recording phonograph, the Soundmiror for magnetic recording on copper tape, individual booths with electric phonographs equipped with ear-phones, and a large collection of commercial phonograph records of French speech. Four assistants will be in charge of this equipment, and will be on duty during regular study periods to aid students in their work. Consultations will also be arranged with members of the phonetics staff, for individual coaching, and correction of recordings.

Books During the session there are two bookstores for the French School. The College Bookstore, in the Student Union, carries class textbooks, dictionaries, and school editions printed in this country. The French Bookstore in Pearsons Hall attempts to reproduce for the student

a bookshop in Paris, handling French texts and reference works, but specializing in modern literature. French books published in this country or Canada during the war—novels, poetry, drama, and non-fiction—will be found, and new books from France will be available here as soon as they can be obtained.

Other Equipment All the teaching equipment of the school is exceptionally complete. In addition to the Phonetics Center and the Realia Collections, the school is well supplied with wall maps, charts, stereopticon and opaque projectors, silent and sound moving picture projectors, together with large collections of slides on French geography, and the history of French art and period styles. Extensive use is made of mimeographed material, each class being supplied with outlines, schedules, and special exercises at very small cost.

LIFE IN THE SCHOOL

Use of French *No student will be admitted to the school unless he is able and willing to use only French, during the seven weeks of the session, even in the individual dormitory rooms or when away from the campus.* At the opening of the school, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule. The Dean reserves the right to dismiss from the school students who willfully break this rule. (See page 5.)

Dormitory Life All the dormitories of the school are in fact French Houses, since French is the only language used. Each dormitory is under the supervision of the Dean, through appointed hosts and hostesses, responsible to him for the discipline in the building and for the development, in each house, of a social life and a spirit of informal friendliness between students.

There is a graduate nurse in residence on the campus, within the reach of every student. The students may feel that they are amply protected in case of any emergency.

Forest Hall Forest Hall is one of the newest and finest dormitories on the campus. It is built of native stone in colonial style; all rooms are single, with washrooms between every two rooms. There are reception rooms, parlors, and dining rooms, accommodating all the students living in the building. The office of M. Guilloton and the faculty club room are also located here.

Le Château The Château is one of the most striking features enjoyed

by the French School. Its architecture is inspired by the Pavillon Henri IV of the Palace of Fontainebleau. The edifice is typically French inside and out. The large salon is attractively furnished in the period of the eighteenth century. The Château also contains the tasteful salon of the faculty, two classrooms, a library, and the office of the Dean.

Other French Houses Pearsons Hall is a large white marble structure of colonial style, located on a height overlooking the surrounding country in all directions. Battell Cottage is adjacent, with rooms and a large dining hall. Pleasant shaded grounds adjoin Battell Cottage and Pearsons Hall. Wright House is on the edge of the Lower Campus. Painter Hall, the oldest and most historic building on the campus, now completely remodeled, has attractive single and double rooms. Chairs on the lawn and under the trees provide pleasant opportunities for reading and study out of doors.

Dining Halls Four dining halls serve the French School, one in Battell Cottage, two in Forest Hall and one in the Château. The students gather at tables for seven or nine, each table presided over by a member of the staff. Students and teachers rotate according to a fixed schedule, enabling all to get better acquainted.

Lectures On Wednesday evenings, and occasionally on other evenings as well, at 8:00 in the Gymnasium, there will be special lectures by the Director, the Visiting Professor, and others.

Entertainments The Friday evening plays, presented by the Faculty, and preceded by the community singing of folk songs, will continue to be an important feature of the School life. For the singing, *Chantons un peu*, by R. M. Conniston, Odyssey Press, will be used; students should bring their own copy. One of the most enjoyable elements of the school program is the series of concerts of chamber music on Sunday evenings by guest artists. A series of foreign language moving pictures will be arranged for Tuesday evenings.

Chapel Services Chapel services in French will be held, as in the past, every Sunday morning at 10:45 in the Mead Memorial Chapel. These services are not obligatory but all persons interested in French are invited to attend. Short organ recitals and auditions of religious music are given. The large vested choir will continue to be a feature of the chapel services.

Arrival Beginning Friday morning, July 2, students will be met at the train by a representative of the French School, who will direct them

to taxis and assist them with arrangements for luggage. As soon as possible, students should report to the Dean to enroll for their courses, and to receive other information. (See also pages 8 and 9). Enrolment will take place on Friday, July 2, and Saturday, July 3.

The first official assembly of the French School will be held on Sunday evening, July 4, at 8:00 at the Gymnasium. All students are required to attend. Classes begin at 8:00 Monday morning, July 5.

Consultations The entire staff of the school places itself at the disposal of the students for consultation and assistance. M. Guilloton will hold regular consultation hours for all students in his office in Forest Hall. The Dean, M. Bourcier, may be consulted at the Château Office daily from 9:00 to 12:00, and by appointment, on all matters concerning courses, schedules, credits, etc.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the school should be addressed to Dean Claude Bourcier, Dean of the French Summer School, Middlebury College, Middlebury,

"J'en reviens pas, c'que t'as grossi, Pépère!"—La Folle Journée.

Vermont. Correspondence concerning rooms, fees and other general information should be addressed to the Secretary of the Summer Schools, Middlebury College.

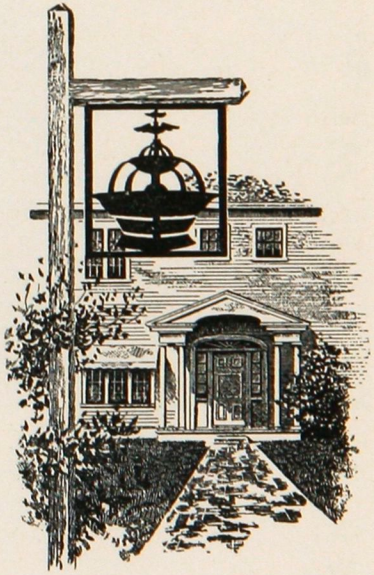
Winter Session The attention of teachers is called to the fact that the Middlebury French School is in operation throughout the year. Students may enter for the summer, fall, or spring terms. This school offers unusual advantages to those desirous of perfecting themselves in the French language and literature. The rule of speaking only French is maintained throughout the school year. The winter faculty is almost entirely native French. Regular and special courses are offered, counting toward the Master's degree. The school cooperates actively with its graduates in their search for positions.

Scholarships For the summer of 1948 thirty scholarships of seventy-five dollars each are available for students who must have financial help in order to attend the school. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean, and must be filed before May 1. The awards will be announced before May 15.

Grateful acknowledgement is made of the following special scholarships, made possible through the generosity of friends of the French School: two James Richardson Scholarships, established by Mrs. James Richardson of Providence, R. I.; the Stella Christie Scholarship, established by Mrs. C. C. Conover of Kansas City; the Berthe des Combes Favard Scholarship, given by the Cercle Français of Chicago; several scholarships by generous anonymous donors; and an unspecified number of French Government Scholarships.

Self-Help Another important way in which students may assist in defraying their expenses is by waiting on table in the French dining halls. The waiters and waitresses are students of the school, who are able to use French exclusively in the dining halls. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $165. Those interested should write to Dean Claude Bourcier for application blanks.

Deutsche Sommerschule

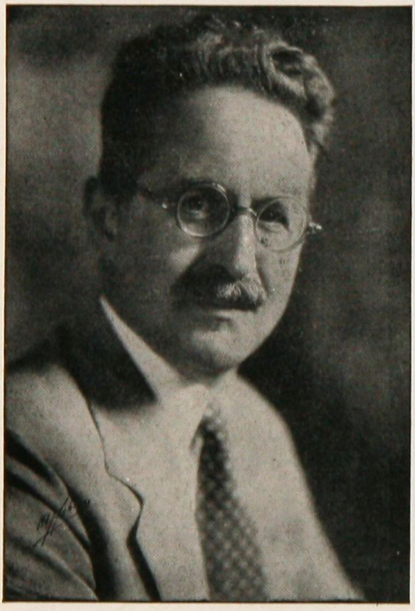


THE GERMAN SCHOOL

(From July 5 to August 19)

The Middlebury German School is the forerunner of all the Middlebury Language Schools which were modelled after the "Middlebury Idea." It was founded in 1915 on the initiative of Miss Marian P. Whitney, former head of the German Department of Vassar College, and of Miss Lilian L. Stroebe of Vassar who was its director until 1918. When the school reopened in 1931, Professor Ernst Feise of Johns Hopkins University was appointed Director and the School was removed to the neighboring village of Bristol in accordance with the two leading principles of the Middlebury Summer Schools, isolation and concentration. Here, every student is merged into an intimate academic and social circle, in which German is the sole medium of communication.

The Staff



ERNST FEISE, *Director.*

Universities of Berlin, München, and Leipzig, 1902–1908; Ph.D. Leipzig, 1908. University of Wisconsin: Instructor to Associate Professor, 1908–17; Oberlehrer at the Collegio Aleman, Mexico City, 1920–23. Inspector of English in the Mexican Schools, 1923. The Ohio State University: Assistant Professor of German, 1924–27. The Johns Hopkins University: Associate Professor of German 1927–28, Professor of German, since 1928. National President AATG, 1939, 1940. Executive Council, MLA. The Middlebury College School of German, since 1931.

Publications: *Die Leiden des jungen Werthers von Johann Wolfgang Goethe*, Oxford University Press, 1914; Goethe's *Hermann und Dorothea*, Scribner's, 1917; Hauptmann's *Einsame Menschen* (with M.G. Evans), Henry Holt and Co., 1930; articles in *Germanic Review*, *Modern Language Notes*, *Monatshefte für deutschen Unterricht*, and other periodicals. Advisory Editor *Modern Language Notes*.

WERNER NEUSE, *Dean.*

Universities of Berlin (1918–23) and Giessen (1929–30); Teachers' College Columbia University, 1928–29. Ph.D. Giessen, 1930. Studienreferendar and Studienassessor at various schools in Berlin, 1923–27. University of Wisconsin, Instructor in German, 1927–28; Hunter College, Instructor in German, 1928–29; Studienrat, Berlin-Neukölln, 1930; University of Wisconsin, Instructor in German, 1930–31. New York University, Instructor, 1931–32. Middlebury College, Associate Professor, 1932–1942, Professor, 1942—. The Middlebury College School of German, 1931—.

WILLIAM K. SUNDERMEYER, *Assistant to the Director.*

Universities of Giessen, Kiel, Göttingen, 1913–22; Ph.D. Göttingen, 1923. Deutsches Institut für Ausländer an der Universität Berlin, 1930–38. Gettysburg College, since 1939. Middlebury College German School, since 1947.

HILDE D. COHN.

Universities of München, Berlin, Heidelberg, 1928–33; Ph.D., Heidelberg, 1933. Librarian, American Academy in Rome, 1934; Instructor, Landschulheim Florence, 1936; Bryn Mawr College, Instructor in German, since 1938.

NORBERT FUERST.

University of Würzburg, 1928–33; Ph.D. 1934. Studienassessor, Gymnasium Freising, 1933–35; St. Louis University, 1936–40, Stanford University, 1943–45; University of Wisconsin, 1945–47; Indiana University, since 1947.

OSKAR SEIDLIN.

Universities of Freiburg, Frankfurt, Basel, 1929–35; Ph.D. Basel, 1935. Director, "Frankfurter Theaterstudenten," 1931–33. Smith College, 1939–46; Military Service, 1942–46; Ohio State University, since 1946. Middlebury College German School, 1939–41, 46, 48.

WALTER M. SOLMITZ.

Universities of Heidelberg, Berlin, Hamburg (1923–1929) and Harvard University (1941–1942); A.M. Harvard, 1943. Kulturwissenschaftliche Bibliothek Warburg: Research assistant and librarian, 1927–1930 and 1933–1934. Harvard Institute for Classical Studies: Research assistant 1941–1945. Harvard University: Teaching fellow in German 1943–1946. Bowdoin College: Instructor in German, since 1946.

WOLFGANG STECHOW.

Universities of Freiburg, Göttingen, Berlin, 1914, 18–21; Ph.D. Göttingen, 1921. Göttingen U. Institute of Art History, 1923–36; University of Wisconsin, 1936–37; Professor of Fine Arts, Oberlin College, since 1940. Visiting professorships at The Hague, Florence, Rome. Trustee, Am. Soc. for Aesthetics. Vice-Pres., College Art Assoc. of Am., 1945–6. Member, Editorial Board of The Art Bulletin. Conductor, Student Orchestra of the U. of Göttingen, 1924–33. Concert Pianist.

FRITZ TILLER.

University of Berlin, 1927–30; Middlebury College, 1930–32; Yale University, 1933–35; Middlebury College Russian School, 1945. A.M. Middlebury College, 1932; Ph.D. Yale University, 1940.—Yale University, Instructor, 1935–42; United States Military Academy, Instructor in German, since 1942.

German School, 1947

SPECIAL LECTURE SERIES

SONATAS FROM HAYDN TO HINDEMITH. A survey of the development of the sonata in works of great German composers through two centuries. Performance of sonatas for piano (two and four hands) as well as for piano and violin, cello, and wind instruments. Analysis of the main historical and aesthetic aspects of these works.

MR. STECHOW.

Students are urged to bring their musical instruments.

THE COURSES OF STUDY

On Tuesday, July 6, all new students will be given a preliminary examination covering grammar, free composition, and the ability to understand the spoken word. The purpose of this test is to determine the degree of proficiency of each student, thus helping him in choosing his courses adequately and obviating later changes. Beyond this it will in no way affect the student's standing in the School.

A. Literature

(An advance reading list for certain literature courses will be furnished by the Language Schools Office or the Dean upon application.)

16. A SURVEY OF TWENTIETH CENTURY LITERATURE from the beginning of Naturalism to the present.
Lectures, Readings, and Reports. 8:30 MR. SEIDLIN.

20. SPECIAL INVESTIGATION.
Students advanced in their graduate study may work on special topics under the guidance of one of the members of the staff. They are, however, urged to confer with the Director before the opening of the School so that the object may be defined and the necessary books procured. (One or two credits.)

22. GOETHE'S NOVELS.
A study of Werther, Wilhelm Meister, and Die Wahlverwandtschaften and their relation to the poet's development. 10:30 MR. SEIDLIN.

31. KLEIST, GRILLPARZER, HEBBEL, WAGNER.
A study of dramatic masterworks as interpretations of currents of the 19th century. 11:30 MR. FUERST.

37. MODERN FICTION.
Stories of 19th and 20th century writers will be read and discussed in detail during the first part of the session; during the second, critical analysis will be based upon rapid reading. (No advanced students will be admitted, so that reading and speaking ability of the participants may be developed gradually.) 9:30 MISS COHN.

B. Civilization

41. GERMAN HISTORY OF THE 19TH AND 20TH CENTURIES.
A short survey of the earliest periods, followed by readings and discussions of historical sources and of selections from German historians of the two last centuries. Lectures and reports. 9:30 Mr. Sundermeyer.

C. Language

55. PRACTICAL PHONETICS.
A study of the formation and combination of German speech sounds with practical exercises. Special emphasis will be laid on characteristics of spoken German, such as rhythm and speech melody as factors of expression. 8:30 Mr. Neuse.

All students deficient in German pronunciation will be required to do special work in the phonetics laboratory until their defects are corrected.

D. Language Practice

61. ADVANCED COMPOSITION AND STYLISTICS.
A systematic study of style, shades of meaning, adequacy of expression. A thorough knowledge of German grammar is prerequisite for this course.
7:30 Mr. Fuerst, Mr. Solmitz.

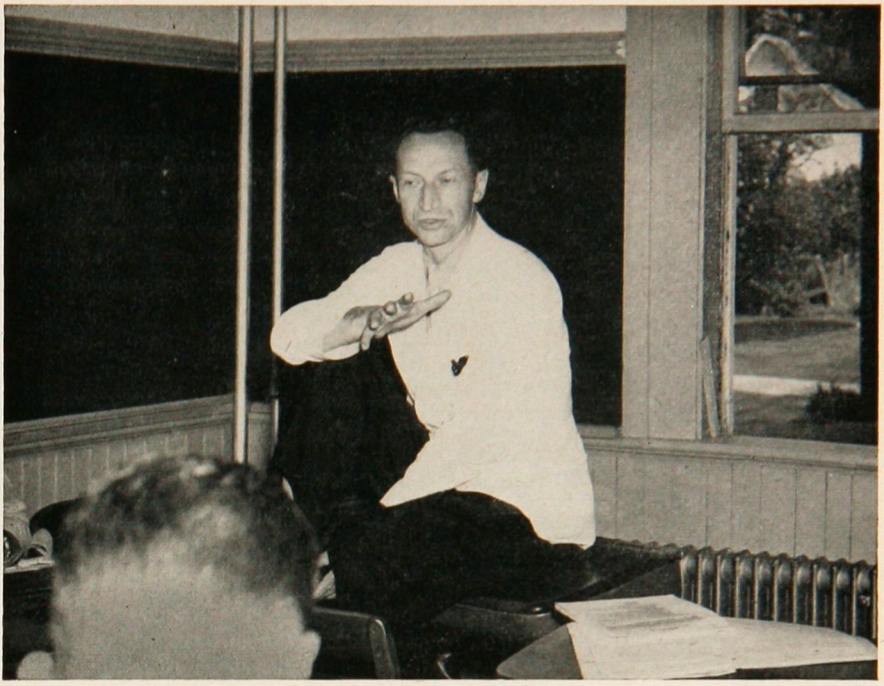
65. COMPOSITION AND GRAMMAR REVIEW.
A systematic review of German grammar and syntax. Compositions of gradually increasing difficulty, proceeding from concrete observations to theoretical and abstract discussion. 7:30 Miss Cohn, Mr. Solmitz.

68-A. GRAMMAR.
A thorough review of grammatical forms, syntax, and basic vocabulary. Daily papers and reports. This course forms a unit with the ORAL PRACTICE course and should be taken only in conjunction with the latter. No auditors. 7:30 Mr. Tiller.

69-A. ORAL PRACTICE.
A systematic course in oral self-expression, with emphasis on enunciation and intonation. Prepared and extemporaneous talks, dialogues, and group discussions. Forms a unit with the GRAMMAR course and should be taken without the latter only by students who possess a thorough knowledge of grammar. No auditors.
8:30 Mr. Tiller.

E. The Teaching of German

71. METHODS OF TEACHING.
A comparative study of contemporary writers and movements in the field of modern language teaching for the purpose of appraising their contributions to the teaching of German in secondary schools and colleges. Selection and organization of subject matter, critical discussion of various theories and methods in their historical order. Textbooks and literature. 2:30 Mr. Sundermeyer.



Dean Neuse

*SCHEDULE

7:00 Breakfast

7:30 Stylistics	Composition	Grammar
8:30 20th Century	Phonetics	Oral Practice
9:30 History		Modern Fiction
10:30 Goethe's Novels		
11:30 Drama		

12:30 Lunch

2:30 Methods

6:30 Dinner

** Subject to change*

Required Courses

Required courses for the Master's Degree are:

1. Two of the three Civilization Courses (41, 42, 43).
2. The History of the German Language (51).
3. Phonetics (55).
4. Methods of Teaching (71, including some teaching under observation in the Demonstration School).
5. Advanced Composition (61).
6. At least 8 credits in German Literature at the Middlebury College School of German, among which must be a survey course (preferably 13 or 15).

Required courses for the Degree of Doctor of Modern Languages (in addition to the foregoing courses) are:

1. One additional Civilization Course (Group B).
2. A complete Survey of German Literature (Group A).
3. Goethe's *Faust* (21).

Study Plan

The following list of courses, covering the next four years but subject to minor changes, is offered to facilitate the selection of studies especially for students working toward a degree.

A. LITERATURE

Survey Courses (4 year rotation)

11. Early Literature (1951)
12. Barock und Aufklärung (1949)
13. The Classical Period (1950)
14. The Romantic Period (1951)
15. Nineteenth Century (1952)

Detailed Studies

20. Special Investigation (yearly)
21. Goethe's *Faust* (1949)
22. Goethe's Novels
24. Lessing, Herder
25. Schiller
31. Kleist, Grillparzer, Hebbel
34. Lyric Poetry
35. 19th Century Fiction
36. Modern Drama
37. Modern Fiction
38. Modern Lyrics
39. 20th Century Lit.

B. CIVILIZATION

(3 year rotation)

41. German History (1948)
42. German Folklore (1949)
43. German Art (1950)

C. LANGUAGE

51. History of the German Language (1949)
55. Phonetics

D. LANGUAGE PRACTICE

61. Advanced Composition
65. Composition and Grammar Review
68. Grammar
69. Oral Practice

E. THE TEACHING OF GERMAN

71. Methods of Teaching

LIFE IN THE SCHOOL

The Aims The school is primarily designed for advanced students who, possessing a fair speaking and reading knowledge of German, wish to perfect their ability to use it and desire to deepen and broaden their acquaintance with German literature as well as with its cultural background and the soil on which it has grown. Such aims will appeal primarily to teachers and graduate students and those majoring in the language.

Location The location proved highly successful from the very outset. The life of the little German community centers around the quaint New England square of the village, with the schoolhouse at one corner, the Bristol Inn at another, and the half dozen houses in which the students are located, scattered in the immediate vicinity. Owing to the good library and art collection lent by the College, the schoolrooms and the annex of the Inn radiate a German atmosphere essential for carrying out the plans of the school. For it is necessary that the student, beyond the knowledge to be acquired in the classroom, should come into an intimate contact with the cultural values of the foreign country.

Admission For all questions concerning admission see page 4. In order to avoid too many changes during the first week of the session new students are asked to show in a preliminary test their proficiency in the German language (see page 35). Since the success of the school and the benefit derived from attending it depends on the creation of an atmosphere of intimate group consciousness and the carrying out of a carefully planned program of six weeks, participation in all official activities of the school, such as lectures, after-dinner gatherings, and singing is obligatory. *Students not wishing to participate in the social life of the school can be accepted only in very rare cases with the consent of the Director and after an examination in which they have proved their excellence in handling the language. They are, however, expected to take part in the daily singing and to attend extracurricular lectures and programs.* (For Auditors see page 10).

Credits Two credits will be allowed for all courses meeting five hours a week. All courses count toward the Baccalaureate degree and the Master's degree. Other information concerning credits and degrees will be found on page 6.

Center The social center and dining hall will be at the Bristol Inn in a separate annex. The Inn is an old hostelry, well known in Vermont for its gracious hospitality and superior cuisine.

Meals Breakfast will be served at seven, lunch at half-past twelve, and dinner at half-past six. The students gather at small tables, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule so as to enable all to get acquainted. After the noon meal German songs are sung in the *Gartensaal*, the social room of the German School back of the Inn.

Lectures Lectures will be given after dinner three times weekly. "Literarische Sonntagsandachten," not conflicting with local church services, will be held every Sunday morning.

Recreation and Sport On Saturdays, the school organizes hikes into the near-by Green Mountains or to lakes in the Champlain Valley. Faculty members regularly participate in these outings, and students will enjoy this period of week-end relaxation during which the foreign language is used in an atmosphere different from that of the classroom. The local ball park where group games (Schlagball, etc.) are frequently played offers further opportunities for physical exercise. On Tuesday and Friday evenings all students are expected to join in the folk dances which are taught on the lawn behind the Inn.

. . . library study . . .

OTHER INFORMATION

Arrival On July 5, students should report in the Library of the German School which is located in the Gymnasium of the local High School. There the Director and Dean will advise them regarding courses and give out other information from 10:00 a. m. on. All students will meet the representatives of the College Treasurer at the same place.

The first meal will be supper at the Inn at 6:30 the same day. The first official assembly of the German School will be held at 8:30 in the *Gartensaal* of the Inn. All students are required to attend. Classes will begin at 8:30 Tuesday morning, July 6, following the preliminary examination at 7:30.

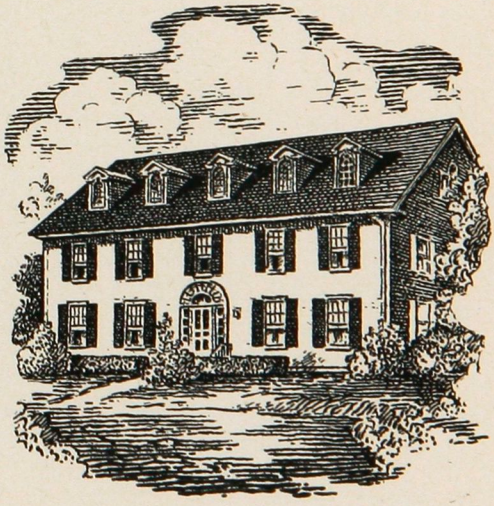
Bookstore At the Bücherstube books used in the courses may be purchased; but also other books will be offered for sale at moderate prices.

Opportunities for Service All waiters and waitresses in the German School dining hall must be able to speak German. In order to secure such a staff, opportunity is offered to a limited number of students to earn their board in return for their service. Those interested should write for application blanks to the Dean of the School as early as possible.

Scholarships In commemoration of the late Professor Martin Sommerfeld who taught in the German School in the summer of 1939, a scholarship fund was established through generous contributions from students and faculty. This scholarship, known as the *Martin Sommerfeld Scholarship*, will be awarded each year to the amount of $75, and it will be open to all former and new graduate students who would be unable to attend without financial assistance. In addition to the *Martin Sommerfeld Scholarship* three other scholarships of $75 each are available. These four scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean of the German School and must be filed before April 1. The awards will be announced by May 1.

Address Correspondence concerning courses, credits, degrees, and admission to the School, should be addressed to Prof. Werner Neuse, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees, and other general information should be addressed to Summer Schools Office, Middlebury College, Middlebury, Vermont.

Scuola Italiana



THE ITALIAN SCHOOL

(From July 2 to August 19)

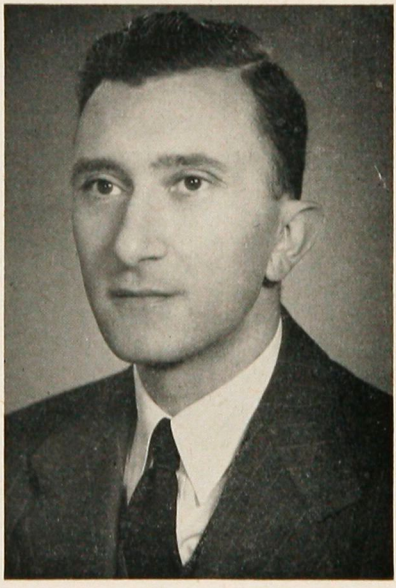
The Italian School of Middlebury College was founded in 1932 by Dr. Gabriella Bosano, of Wellesley College. After her resignation in 1938, the work she had so ably begun was continued with energetic enthusiasm and with marked success by Dr. Camillo P. Merlino, of Boston University. During his ten years as Director, the Italian School enjoyed a sound and steady growth. On Dr. Merlino's resignation in 1947, Dr. Salvatore J. Castiglione, of Yale University was appointed Director.

The Director announces with pleasure the appointment, as Visiting Professor, of Dr. Enzo Tagliacozzo, of Wheaton College, a graduate of the University of Naples, who has done extensive research and written several volumes on contemporary Italian history; also the appointment of Dr. Bianca Calabresi, a graduate of the University of Bologna, and of Dr. Paolo Cella, of Yale University, a graduate of the University of Pisa.

The Italian School is happy to welcome back two members of the 1947 faculty, Dr. Grazia Avitabile, of Mount Holyoke College, and Signor Franco Princiotta, of Northwestern University.

The Staff

SALVATORE J. CASTIGLIONE, *Director.*



A.B., Yale University, 1932; Ph.D., 1939; Italian-American Exchange Fellow, University of Florence, 1934–35; Instructor in Italian, Yale University, 1938–43; 1944–47; Assistant Professor, 1947—; Instructor in Italian language and area work, Army Specialized Training Program, Rutgers University, 1943–44; Translator of texts from Italian to English for the Yale Department of Drama, 1935–36; Middlebury College Italian Summer School, 1937–39, 1946.

Member of the Mod. Lang. Ass'n, N. E. Mod. Lang. Ass'n, Am. Ass'n of Teachers of Italian.

Author of articles and reviews in *Books Abroad*, *Italica* and the *Bulletin* of the N.E.M.L.A., Translator of: Benedetto Croce, *Politics and Morals* (Philosophical Library, 1945); selections from the prose of Emilio Cecchi, in the *Briarcliff Quarterly* and in *Cronos*.

ENZO TAGLIACOZZO, *Visiting Professor.*

Dottore in Giurisprudenza, University of Naples, 1929; *Dottore in Filosofia*, University of Naples, 1931; Teacher of History and Philosophy, in Italian *Licei*, 1932–38; Italian scriptwriter, announcer, and commentator, at the London British Broadcasting Corporation, 1939–40; at Boston radio stations, 1941–43; in the International Division of the N.B.C., New York, 1944–45; Research Assistant to Prof. Salvemini in Italian Contemporary History, Harvard University, 1941–44; Informant in Italian to the Officers of the AMG, Harvard University, 1943; Italian Lecturer, ASTP, Boston University, 1944; Lecturer in Italian and French, Wheaton College, 1947—; Middlebury College Italian Summer School, 1948.

Publications: *Di alcune correnti ideologiche del Risorgimento* (Albrighi e Segati, 1932); *Il pensiero di Silvio Spaventa* (Albrighi e Segati, 1932); *Voci di realismo politico dopo il 1870* (Bari, Laterza, 1937); *Breve storia del Risorgimento Italiano* (Nazioni Unite, New York, 1942); *Garibaldi in South America* (pamphlet); articles on the Italian Risorgimento and on the Italian Free Regime; in the New York papers *Nazioni Unite* and *Italia Libera*, and in the Boston paper *Countercurrent*. In preparation: *Gaetano Salvemini and his times*, a biography.

SIGNORINA GRAZIA AVITABILE.

Educated in Italy until 1935; A.B., Smith College, 1937; A.M., Smith College, 1938; Ph.D., Bryn Mawr College, 1942; Workman Traveling Fellow of Bryn Mawr College, 1940–41; Instructor in Italian and French, Wheaton College, 1942–47; overseas service, Office of Strategic Services, 1944–45; Instructor in French, Bryn Mawr College, 1945–46; Assistant Professor and Acting Chairman of the Department of Italian, Mount Holyoke College, 1947–48; Middlebury College Italian Summer School, 1947, 1948.

SIGNORA BIANCA CONTINI CALABRESI.

Born and educated in Italy; A.M., Yale University, 1942; *Dottore in Filosofia*, University of Bologna, 1947; Sterling Fellow, Yale University, 1946–47; Candidate for the Ph.D., Yale University, 1948; Instructor in French, New Haven State Teachers College, 1941–43; Assistant in Italian, A.S.T.P., Foreign Area Studies, Yale University, 1943–44; Instructor in Italian and French, Connecticut College, 1944–46; Middlebury College Italian Summer School, 1948.

PAOLO CELLA.

Born and educated in Italy; *Dottore in Giurisprudenza*, University of Pisa, 1947; University Scholarship student, Yale Graduate School, 1947–48; Instructor in Italian, Information and Education Section, U.S.A.A.F. in Italy, 1944–45; Member of the Consiglio Nazionale Universitario, 1947; Assistant in Italian, Yale University, 1947–48; Author of articles in various Italian newspapers; Middlebury College Italian Summer School, 1948.

FRANCO PRINCIOTTA.

Born and educated in Italy until 1938; A.M., Calvin Coolidge College, 1947; Candidate for the Ph.D., Northwestern University; interpreter in the United States Army, 1942, 1943; Instructor in Spanish and Latin, Monson Academy, 1945–46; Lecturer on Italian, Boston University, 1946–47; Instructor in Italian and Spanish, Northwestern University, 1947—; Middlebury College Italian Summer School, 1947, 1948.

Italian School, 1947

Auxiliary Personnel

James A. Hall, Jr., A.B., Secretary to the Director
Signorina Anna Iannaccio, A.M., Aide to the Director

THE COURSES OF STUDY

A. Language

1. INTERMEDIATE GRAMMAR AND COMPOSITION.

A thorough review of Italian grammar; vocabulary building; free composition; translation. This course is intended for students who have a good elementary knowledge of the language; it aims to impart a reasonable degree of proficiency in the use of the fundamental principles of grammar.

Daily at 8:00. Signor Princiotta.

2. ADVANCED COMPOSITION.

An *advanced* course for students possessing a good knowledge of Italian. It will consist of translations from English into Italian of a variety of texts of increasing difficulty. There will also be practice in original composition. Frequent reference will be made to grammar and syntax in the systematic study of idioms.

Daily at 8:00. Signor Cella.

3. ORAL PRACTICE AND SELF-EXPRESSION.

Daily training in current Italian designed to help the student gain assurance in self-expression in the language. Word study, oral reports on concrete topics, and a systematic building up of the conversational vocabulary will be based on assigned topics.

Daily at 9:00. Signorina Avitabile.

4. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Intensive training in oral practice, public speaking and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

Daily at 9:00 and 10:00. Signor Princiotta, Signor Cella.

5. ORAL STYLISTICS.

This course is designed to meet, through carefully planned exercises, the needs of those who have already acquired general proficiency in the spoken language. It aims to develop natural fluency through emphasizing the difference between what is merely correct and what is Italian.

Daily at 11:00. Signora Calabresi.

6. FROM LATIN TO ITALIAN.
(Omitted in 1948.)

B. Literature and Civilization

11. GENERAL VIEW OF ITALIAN CULTURE.

The major currents and characteristics of Italian culture, as expressed down through the centuries in literature, art, philosophy, music, and science.

Daily at 10:00. Signora Calabresi.

12. ITALIAN POETRY FROM PARINI TO D'ANNUNZIO.

An intensive study of the poetry of Parini, Foscolo, Leopardi, Manzoni, Carducci, Pascoli, and D'Annunzio, with particular attention to the reading aloud and to the "analisi estetica" of this poetry.

Daily at 11:00. SIGNOR TAGLIACOZZO.

13. THE MODERN ITALIAN NOVEL.

A study of the various trends in the modern Italian novel, as represented by such authors as Verga, Pirandello, Borgese, Deledda, Palazzeschi, Vittorini, and Levi.

Daily at 11:00. SIGNORINA AVITABILE.

14. DANTE AND HIS TIMES (THE *PARADISO*).

In the course of three summers the *Divina Commedia* is read and analyzed in its entirety in the light of the literary, political, and religious ideals of the Middle Ages. In 1948 the *Paradiso* will be the object of special study. This course may be taken for credit in three successive summers.

Daily at 8:00. SIGNOR CASTIGLIONE.

15. THE *RISORGIMENTO*.

A history of Italy from the early nineteenth century to the present day, presented through the outstanding figures in the field of politics, literature, and art.

Daily at 9:00. SIGNOR TAGLIACOZZO.

16. RESEARCH.

All students, especially candidates for the doctorate who are working on a problem of literary or linguistic research, are invited to profit by the individual guidance offered by the school staff. Personal consultations will be arranged through the Director. Such assistance is gladly offered, and students are urged to take advantage of it.

SIGNOR CASTIGLIONE,
with the collaboration of members of the staff.

Schedule of Classes

8:00	1. Intermediate Composition	SIGNOR PRINCIOTTA
	2. Advanced Composition	SIGNOR CELLA
	14. Dante	SIGNOR CASTIGLIONE
9:00	3. Oral Practice	SIGNORINA AVITABILE
	4. Advanced Oral Practice I	SIGNOR PRINCIOTTA
	15. Risorgimento	SIGNOR TAGLIACOZZO
10:00	4. Advanced Oral Practice II	SIGNOR CELLA
	11. Italian Culture	SIGNORA CALABRESI
11:00	5. Oral Stylistics	SIGNORA CALABRESI
	13. Modern Italian Novel	SIGNORINA AVITABILE
	12. Poetry	SIGNOR TAGLIACOZZO

LIFE IN THE SCHOOL

Use of Italian The Middlebury idea of language learning requires for its effective execution a genuinely friendly atmosphere. This friendliness

. . . outdoor study . . .

and spirit of happy cooperation is one of the most attractive features of the school. With it, the rule of *no English* soon loses its rigor, and the exclusive use of Italian becomes a pleasant challenge and discovery.

Italian Dormitories For the summer of 1948, four fine fraternity houses on the Middlebury College campus, providing excellent dormitory accommodations, will serve as headquarters for the Italian School. Equipped with attractive social rooms and surrounded by spacious lawns shaded by trees, these houses lend themselves to the development of an atmosphere of friendly informality so conducive to "oral practice"—one of the main features of the Middlebury experience. Dr. and Mrs. Castiglione will reside in Sigma Phi Epsilon, thus actively promoting the spirit of good fellowship and understanding in an Italian atmosphere.

The Italian Dining Room The attractive dining hall in Delta Kappa Epsilon will again be available to the Italian School. The hum of conversation in the dining room, is natural and spontaneous. Prompted and guided by understanding instructors who preside at each table, the students

quickly overcome their linguistic shyness. In order to get better acquainted with one another and with all the instructors, students are required to rotate according to a fixed schedule.

Activities The morning hours will be given over to class work, leaving the afternoon free for recreation and study. Students and teachers will meet frequently in the evening for readings, lectures, choral assemblies, and social gatherings. All students are expected to take part in the weekly choral assembly and to attend extracurricular lectures and programs. The school picnics, informal instruction in folk dances, tennis, the popular game of "bocce," as well as hiking, afford further pleasant relaxation. Members of the Italian School are always cordially invited to attend the special lectures and evening programs given under the auspices of the other Language Schools.

Credits Unless otherwise indicated, two credits or semester hours will be allowed for each course, and all courses count toward the Master's degree. (See also page 6.)

Note: Course 2 (Advanced Composition) and Course 5 (Oral Stylistics) may be taken twice for credit, as the material of the courses varies each year. Course 14 (Dante) may be taken three times for credit, once on the *Inferno*, once on the *Purgatorio*, and once on the *Paradiso*. No other courses in the school may be repeated for credit.

General Information

The Session opens for enrollment on Friday, July 2, and classes begin Monday, July 5, at 8:00 a. m. (See also pages 8 and 9.)

Admission Students may enter without examination, and without being candidates for degrees. No student, however, will be admitted unless his qualifications are approved by the Director, and the right is reserved to place students in classes best suited to them.

Enrollment As soon as possible after arriving on July 2, every student should enroll for courses with the Director. After arranging his program, he will be directed to the Treasurer for the payment of fees. Late enrollment is subject to fine and will not be permitted after the first week. (See page 9.)

Fees For complete information concerning fees, rules governing auditors and special registration, reservations, etc., see pages 9 and 10.

Scholarships For the summer of 1948, several scholarships, all of fifty dollars each, are available. These will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before April 15. Grateful acknowledgement is made of the following special scholarships, made possible through the generosity of friends of the School:

The Thomas J. Quirk Circolo Italiano Scholarship offered for the eighth consecutive year by the Circolo Italiano of the Hartford (Conn.) Public High School.

The Italian Teachers Club of Hartford, Conn., Scholarship offered for the eighth consecutive year.

The LaTorre—Vita, Circolo, Italiano Memorial Scholarship, offered by the Circolo Italiano of the Hartford (Conn.) Public High School, in memory of the two deceased members, Peter LaTorre and Sal Vita.

The Rochester Scholarship offered for the fifth consecutive year by "IL SOLCO," Italian Cultural Society of Rochester, N. Y.

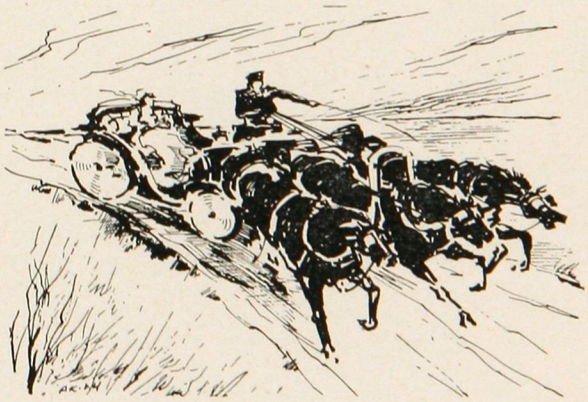
Self-Help Another important way in which students may assist in defraying their expenses is by waiting on table in the Italian dining room. All waiters or waitresses are students at the school who are able to use Italian exclusively in the dining room. The remuneration for this service is their board. Those interested should write for information and application blanks to Dr. Castiglione.

Books A well-balanced and constantly expanding collection of Italian books, housed in the College Library, amply provides for the needs of the students. In addition, textbooks and other aids for the teaching of Italian will be available for examination.

In Sigma Phi Epsilon there is also an Italian bookshop at which students will be able to purchase the texts required for class work, as well as dictionaries and a variety of books of classic and modern Italian literature.

Correspondence Correspondence concerning admission, credits, and choice of courses should be addressed to the Director of the Italian School, Dr. Salvatore J. Castiglione, 310 William L. Harkness Hall, Yale University, New Haven, Connecticut. Correspondence concerning fees, rooms, and other general information should be addressed to the Secretary of the Summer Schools, Middlebury College, Middlebury, Vermont.

Русская Школа

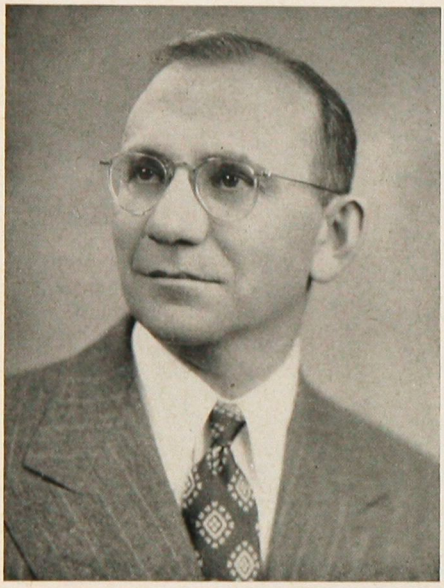


THE RUSSIAN SCHOOL

(From July 2 to August 19)

The Russian School enters its fourth year with an eminently qualified staff of native teachers, improved facilities, a variety of new courses, and a rich entertainment and lecture program. As in the past, it will strive to answer the needs of American students who wish more intimate knowledge of Russia's humanistic culture, as well as to provide prospective teachers, scientists and diplomats with the needed background and training. The Director is happy to announce the appointment of Dr. Joshua Kunitz, well known author in the fields of Russian history and literary criticism; Dr. Lubov Keefer, writer and accomplished musician; and Mrs. Elena Solova, translator and editor. The curriculum will include the following new courses: *Practical Phonetics, Leo Tolstoy, The Russian Short Story,* and *Literary Criticism and Social Thought of the 19th Century.*

The Staff



MISCHA HARRY FAYER, *Director.*

Beletskaya Gimnaziya, Bessarabia, Russia, 1923, *cum laude;* A.B., University of Minnesota, 1926; A.M., 1928; Ph.D., Columbia University, 1945; certificat après examens, Sorbonne, 1931; graduate study, University of Southern California and Claremont Colleges.

Chairman, Department of Foreign Languages, State Teachers' College, Dickinson, North Dakota, 1929–1939; Chairman, Division of Languages and Literature, 1939–1942; Instructor in Russian, Michigan State College, 1942–1943; Associate Professor of Russian, Middlebury College, 1943—; and Director of the Russian Summer School since 1945.

Member, Lambda Alpha Psi, honorary in languages and literature; American Ass'n. of Teachers of Slavonic and East European Languages, Chairman, Committee on Methodology, 1945–47. Lecturer on Russian literature and civilization.

Author of *Gide, Freedom and Dostoevsky* (1946), Director and coordinator in revision of Bondar's *Simplified Russian Method* (in progress).

JOSHUA KUNITZ, *Assistant to the Director.*

Slonimskoye Realnoye Uchilishche, Russia, 1912; B.S.S., City College, N. Y., *cum laude*, 1924; A.M., Ph.D., Columbia University. Lecturer on Russian Cultural History and Russian Literature, City College, N. Y., 1925–31; Head of Area Studies in the Russian section, A.S.T.P., Cornell University, 1944; member of John Dewey Education Delegation to the Soviet Union, 1929; leader of educational tours to the Soviet Union for the Open Road, 1930–37.

Author of *Russian Literature and the Jew* (1929); *Men and Women in Soviet Literature* (1930); *Dawn over Samarkand: the Rebirth of Central Asia* (1935); *Russia: the Giant that Came Last* (1947); and of numerous articles on Soviet life and literature in *North American Review, Herald-Tribune Books, Travel, Asia, Nation, New Republic, Soviet Russia Today.* Editor of *Azure Cities, Stories of New Russia* (1929) and *Russian Literature Since the Revolution* (to be published in 1948).

LUBOV BREIT KEEFER.

Gymnasia Nikolaev; St. Petersburg Conservatory; Teacher's certificate and Artist's diploma, Peabody Conservatory; Ph.D., Johns Hopkins University, 1935. Teaching piano and history of music, Peabody Conservatory, Baltimore, since 1917; Instructor in Russian and music history, Johns Hopkins, 1935—; Contributor to *Slavic Review, Germanic Review, Johns Hopkins Notes, Musical America*, etc. Member, Musicological Society, Society on Aesthetics, Music Library Assn. Director of symphony orchestra, Baltimore, Md.

TANIA LESHINSKY

Born in Russia. A.B., University of Vienna; A.M., Radcliffe, in Slavic languages and literatures; work toward Ph.D., Harvard. Instructor, Army Program, Cornell University, 1945; Instructor of Russian, Syracuse University, 1945—; Contributor of articles on Russian literature to periodicals and learned publications.

ANASTASIA FEODOROVA-PRESSMAN.

Graduated Odessa Gimnaziya. Active in theatre work in Russia, the Far East and United States. Private classes in Russian. Special training in phonetics and methodology. Instructor in Russian, American-Russian Institute, 1943—; Middlebury College Russian Summer School, 1946—. Collaborator on revision of Bondar's *Simplified Russian Method* (in progress).

ARON S. PRESSMAN.

Graduate of Gimnaziya and Conservatory of Music, Tiflis. Further study at University of Leningrad. Special training in Language Methodology and Phonetics. Taught diction to Russian operatic artists. Chairman, Russian Division, A.S.T.P., City College, New York; Instructor in Russian, American-Russian Institute, 1943—; Middlebury College Russian Summer School, 1946—. Made records in Russian for U. S. Armed Forces Institute. Editor of *Russian Learn-A-Lingo.* Collaborator on revision of Bondar's *Simplified Russian Method* (in progress).

LIUBA SOLOV, *Secretary to the Director; Bookstore Manager.*

Liubimova Gimnaziya, Rostov; Conservatory of Music, Baku; extension courses, Columbia University and Hunter College. Secretarial and translation work for the Hammer Galleries Collection; motion picture manuscripts for Artkino Pictures; translation of other literary works. Now translating a book on Russian music by Boris Asafiev.

Russian School, 1947

ELENA SOLOVA.

Gimnaziya Moscow and Danzig; graduated Kaufmännische Handelsschule, Danzig, 1922; Institut Supérieur de Commerce d'Anvers, 1926; further study at the Université de Paris, Faculté des Lettres; Instructor in Russian, American-Russian Institute, N. Y., 1945—; Translator and editor at the Derussa, Berlin, 1928–30; Russian editor and translator in New York since 1939.

ELIAS L. TARTAK.

Graduate of Voznesensk Classical Gimnaziya; A.B., McGill University, Canada; graduate study, Columbia University. Instructor in Russian language and literature at McGill, Rand School of Social Science, and Cornell University. Now affiliated with New School for Social Research and City College, New York; Middlebury College Russian Summer School, 1946—. Contributor to various Russian and English periodicals on literary subjects.

TATIANA I. VACQUIER.

Private school of Princess Obolensky, St. Petersburg; Bestougeff College for Women, St. Petersburg; M.A., Ph.D., University of Wisconsin. Instructor, University of Wisconsin, 1924–29; Professor of Russian and French, Nazareth College, 1930—; Columbia University, summer 1946; Middlebury College Russian Summer School, 1947—. Author of *Dostoevsky and Gide: a Comparison.*

EVENING LECTURE SERIES

A series of lectures by members of the staff and guest speakers will be held in the Social Hall in the Student Union.

COURSES OF STUDY

Survey courses are intended as a basis for more specialized courses to be offered in succeeding sessions. The research course will afford opportunity for concentrated study on a subject of major interest. With the exception of certain basic courses, which are offered every summer, the program changes yearly, giving the student an opportunity to cover thoroughly, in a period of four years, the fundamental phases of Russian thought and letters.

I. Language

1. GRAMMAR AND VOCABULARY REVIEW.

Thorough and systematic review of Russian grammar and basic vocabulary. Reading of simple prose and poetry. Indended for students whose background in Russian is insufficient to enable them to carry a full load on the graduate level.

This course does not count toward the M.A. degree.

MRS. FEODOROVA-PRESSMAN.

11. INTERMEDIATE GRAMMAR AND COMPOSITION.

A systematic review of Russian grammar. Compositions of gradually increasing difficulty. Study of synonyms, idioms and dictation. MRS. VACQUIER.

12. INTERMEDIATE CONVERSATION AND ORAL PRACTICE.

Daily training in current Russian designed to provide the student with assurance in self-expression and a basic active vocabulary. Oral reports on assigned topics and class discussions. MRS. SOLOVA, MRS. FEODOROVA-PRESSMAN.

14. PRACTICAL PHONETICS.

A course intended for students on the intermediate level who need systematic training in Russian pronunciation. Methodical comparison of English and Russian sounds. The sound mirror and records will be used. Enrollment will be restricted to those most in need of remedial work. MR. PRESSMAN.

21. ADVANCED COMPOSITION.

This course is designed for students with a good grammatical foundation, but lacking certainty in direct application of their knowledge. Particular attention will be given to idomatic usage and shades of meaning. The method will consist of translations, original compositions, and class discussions. MRS. KEEFER, MRS. SOLOVA.

22. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Intensive training in oral practice and self-expression. Prepared discussion on assigned topics with definite vocabulary preparation; short debates; oral reports; oral criticisms of books or articles. Intended primarily to develop self-confidence in expressing ideas in Russian. MISS LESHINSKY.

23. (STYLISTICS.)
(Omitted in 1948.)

24. (PHONETICS AND INTONATION.)
(Omitted in 1948.)

II. Literature

30. (LITERARY MASTERS OF THE NINETEENTH CENTURY.)
(Omitted in 1948.)

31. CONTEMPORARY RUSSIAN LITERATURE.

This course aims to acquaint the student with the major works, significant trends, and critical principles of Russian literature since 1917. Among the topics treated are: Literature and Revolution; Literature and Tradition; Literature and Propaganda; Writers and Censors; Critical Realism *vs.* Socialist Realism; Satire under the Soviets; Soviet Literature of Escape; etc. About a score of writers, representing five distinct periods in contemporary Russian letters, will be subjected to detailed analysis.
MR. KUNITZ.

32. (SURVEY OF RUSSIAN LITERATURE TO 1800.)
(Omitted in 1948.)

33. (RUSSIAN POETRY OF THE NINETEENTH CENTURY.)
(Omitted in 1948.)

34. (DEVELOPMENT OF RUSSIAN DRAMA.)
(Omitted in 1948.)

35. LEO TOLSTOY: NOVELIST AND MORAL PHILOSOPHER.
While the study and analysis of Tolstoy's novels will occupy a central position in this course, ample attention will also be given to his moral and philosophic writings. His work will be treated as a phase in the development of Russian literature, as well as a criticism of our civilization. MR. TARTAK.

36. RUSSIAN SHORT STORY.
Highlights of the short story of the 19th and 20th centuries. The major portion of the class time will be given to student discussion of stories read, with criticism and interpretation by the instructor. Intended for students desiring to combine extensive reading with oral expression. MRS. KEEFER.

37. LITERARY CRITICISM AND SOCIAL THOUGHT.
The 19th century, known as the period of unusual development of Russian fiction, drama, and poetry, is no less important for the wealth of its contribution to Russian literary criticism and social thought. Belinsky, Chernishevsky, Dobroliubov, Mikhailovsky, Plekhanov and others interpreted to the nation the work of its literary masters. The work of outstanding critics, the emergence of various literary schools, the disputes on critical theory and practice will be presented. MR. TARTAK.

III. Civilization

40. POLITICAL AND SOCIAL HISTORY OF RUSSIA TO 1917.
Though this course deals exclusively with Russia's pre-Soviet past, its primary aim is to provide the student with an historical key to the understanding of Russia's political and social present. Statism, collectivism, expansionism, multi-nationalism, pan-Slavism, etc., are traced back to their national roots and to the relatively permanent material and spiritual forces that have shaped the basic pattern of Russian life from the earliest times to the present day. MR. KUNITZ.

41. (CONTEMPORARY RUSSIA.)
(Omitted in 1948.

* * * * *

50. RESEARCH.
All students, especially degree candidates, who are working on a problem of research in any of the above divisions, are invited to profit by the individual guidance offered by the School staff. The Director will be glad to arrange personal consultations.
MR. FAYER, with the collaboration of members of the staff.

LIFE IN THE SCHOOL

Use of Russian To qualify for admission, students must be able and willing to speak only Russian during the entire session. At the opening of the School each student will be required to pledge his word of honor to observe this rule. Although it is the duty of the faculty to enforce this

rule at all times, their sympathetic encouragement to use the language freely will, in a short time, make it appear as the only language natural in the congenial, friendly Russian atmosphere.

Living Accommodations Starr Hall and Hillcrest, completely redecorated, have been assigned to the Russian School. The dining room will be in Gifford Hall Recreation Room, where students will eat together in small groups, each table presided over by a member of the faculty. A system of rotation at meals provides opportunity for becoming better acquainted with each other and the faculty.

The large Social Hall in the new Student Union Building has been assigned for the exclusive use of the Russian School.

Activities The schedule of classes is arranged to leave the afternoons free for study and recreation. Picnics, excursions to nearby lakes and mountains, "vecherinki" with musical and dramatic entertainments, lectures by instructors and guest speakers, and informal singing, will provide ample recreational activity. The beautiful scenery, cool evenings, and restful atmosphere make our informal, spontaneous get-togethers particularly delightful to students and teachers.

Scene from "Novoselye"

Credits All courses offer two graduate credits with the exception of course 1 which offers credit toward the A.B. degree. See also page 6.

GENERAL INFORMATION

Arrival Students arriving on the afternoon train on Friday, Saturday, or Sunday (July 2, 3, 4) will be met at the station by a representative of the Russian School. Students will enroll on Friday and Saturday, and should do so as soon as possible after arriving. Formal opening of the School will be held Sunday at 8:00 p. m. Classes will begin Monday, July 5 at 8:00 a. m. (See also page 8). The first meal will be served at noon, Friday, July 2.

Admission Students may enter without examination and without being candidates for degrees. No student, however, will be admitted unless he can satisfy the Director of his ability to profit by the instruction offered. In the students' own interest, an effort will be made to place them in classes best suited to them.

Self-Help Students may assist in defraying their expenses by waiting on table in the Russian dining hall, or by otherwise assisting the Director. The remuneration for waiting on table is board. Those interested should apply to the Director.

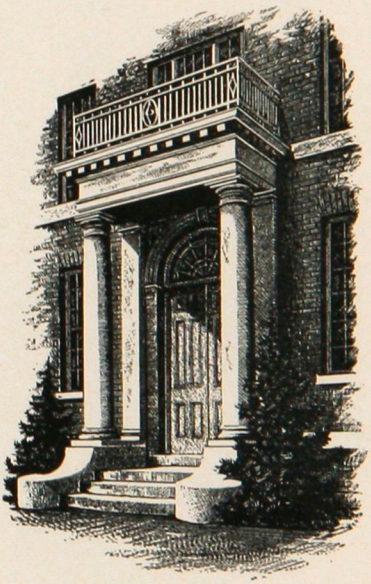
Scholarships A limited number of scholarships is available to qualified students. Only students who would be unable to attend without such financial assistance are eligible. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before May 15.

Books Textbooks used in the courses in Russian may be purchased at the College Bookstore. Other books will be available in the Russian School Bookstore.

All members of the School are invited to visit the Russian stacks in the Library and to acquaint themselves with the collection.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the School should be addressed to Dr. Mischa H. Fayer, Director of the Russian School, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees, and other general information should be addressed to the Secretary of the Summer Schools, Middlebury College.

Escuela Española



THE SPANISH SCHOOL

(July 2–August 19)

The Spanish School again presents a course of studies which expresses the aim of the School—to act as a center for the proper formation and orientation of teachers and advanced students of Spanish. The organization is under the personal direction of Professor Juan A. Centeno of Middlebury College.

Special features in the program for this year include: a new course, *Spanish Phonology*, by Professor Navarro Tomás of Columbia University; a course devoted to the novel of Pérez Galdós, by Professor Joaquín Casalduero of Smith College; a new course, *Spanish and Mexican Literature*, by Professor Ermilo Abreu of the Escuela Normal Superior of Mexico; *Spanish American Thought* by Professor Jorge Mañach of the University of Havana; and *The Essay in Modern Spanish Literature* by Professor Luis Cernuda of Mount Holyoke College. A Visiting Professor from Spanish America will be appointed in collaboration with the Cultural Division of the Department of State. He will offer a course at eleven o'clock entitled *Studies in Contemporary Spanish American Literature*.

The Staff

JUAN A. CENTENO, *Director*.

A.B., Instituto de San Isidro, Madrid, 1920; graduate study at the University of Granada, 1922–24; M.D., University of Madrid, 1927; Graduate Fellow, University of Wisconsin, 1927–28; Instructor in Spanish and graduate research, University of Oregon, 1928–29; Instructor in Spanish, University of Syracuse, 1929–30; appointed Instructor in Spanish, Middlebury College, 1930–31; Associate Professor of Spanish, 1931–33; Professor of Spanish, Middlebury College, 1933–47; Dean of the Spanish Summer School, 1932–35; Director of the Middlebury College Spanish Summer School since 1935.

Contributor to professional periodicals and literary translations; member of American Association of Teachers of Spanish; formerly officer in N. E. Ass'n of Teachers of Spanish; sponsor of Middlebury Chapter of Sigma Delta Pi.

SAMUEL GUARNACCIA, *Dean.*

A.B., Middlebury College, 1930; A.M., 1936; graduate study, Boston University, 1939–40; travel and study in France, Spain, Italy, and Cuba; secondary school teaching, 1930–40; Lieut., U. S. Navy, Educational Services Officer, Naples, 1945–46; Asst. Professor, Dept. of Spanish and Italian, Middlebury College, 1940—; Chairman of the Dept., and Dean of the Spanish Summer School, 1947—.

ERMILO ABREU.

A.M., Escuela Normal Superior de México, 1939; Professor of Literature, Escuelas Secundarias, 1928—, Escuela Normal and Escuela Normal Superior de México, 1931—; University of Mexico (Summer School), 1925—; Assistant Professor, University of Illinois, 1947—; Middlebury College Spanish School, 1947, 1948.

MANUEL ÁLVAREZ MORALES.

Licenciado en Filosofía y Letras, University of Havana, 1942; Professor of Spanish, Candler College and Academia Trelles, Havana, 1945–46; University of Havana (Summer School) 1946; Lecturer, Middlebury College, 1947—.

LUIS A. BARALT.

Doctor en Filosofía y Letras, 1914, Derecho Civil, 1917, University of Havana; A.M., Harvard University, 1916; Professor of English, Institute of Havana, 1918–34; Secretary of Education, Republic of Cuba, 1934; Professor of Aesthetics and Philosophy, University of Havana, 1934—; Visiting Professor of Spanish, Miami University, 1935–36; Founder of "La Cueva" (Art Theatre of Havana), 1935; Middlebury College Spanish School, 1946–48.

JOAQUÍN CASALDUERO.

Doctor en Filosofía y Letras, University of Madrid, 1927; Has taught Spanish literature at the Universities of Strasbourg, Marburg, Cambridge, and Oxford, 1925–31; Assistant Professor, 1931–38, Associate Professor, 1938–44, Professor, 1944—, Smith College; Visiting Professor, Mount Holyoke College, 1941, University of Wisconsin, 1942–43, New York University, 1947–48; Guggenheim Fellowship, 1944–45; Middlebury College Spanish School, 1932–33, 1935—.

LUIS CERNUDA.

Licenciado en Derecho, University of Sevilla; Lecturer, University of Toulouse, 1928–29; University of Glasgow, 1939–43; University of Cambridge, 1943–45; Professor of Spanish Literature, Spanish Institute of London, 1945–47; Assistant Professor, Mount Holyoke College, 1947.

ELISA CURTIS-GUAJARDO.

University of Chile, Santiago; A.M., University of Wisconsin, 1926; Instructor in Spanish, Grinnell College, 1921–23; Assistant Professor, 1923–36; Boston, State Department of Education, 1936–40; Cedar Crest College, 1940–43; Connecticut College for Women, 1943—; Middlebury College Spanish School, 1940—.

JOSÉ DEL PINO.

Licenciado en Derecho, University of Zaragoza, 1926; Instructor in Spanish, Juventudes Escolares Españolas, 1940–43; Assistant Professor, Amherst College, 1943–44; Instructor in Spanish, Columbia University Extension, 1945–46; Brown University, 1946—; Middlebury College Spanish School, 1944—.

Spanish School Faculty and Staff of 1947

First Row:—(Left to right) Sr. Casalduero, Sra. de Rubio, Sr. Navarro, Sra. de Salinas, Sr. Mañach, Sr. Centeno, Sra. de Casalduero, Sr. Abreu, Sr. Salinas, Sra. de Navarro, Sr. Baralt.

Second Row: Sr. Encinas, Sra. de Chamudes, Srta. Goodrich, Sra. de Marichal, Sr. Lacayo, Srta. Curtis, Srta. Navarro, Sr. Henríquez Ureña, Srta. Biaggi, Srta. Pizzimenti, Sr. Marichal.

Third Row: Sra. de Conde, Srta. Romero, Sr. Salinas, Srta. Prados, Srta. Arce, Sr. de la Cabada, Sr. del Pino, Sr. Fernández, Sr. González López, Sr. Gil, Srta. Bretón, Srta. Bartels, Sr. Guarnaccia.

PILAR DE MADARIAGA.

A.B., Cardinal Cisneros, Madrid, 1919; A.M., Vassar College, 1931; Assistant in Spanish, Vassar College, 1929–31, 1939–40; Middlebury College Spanish School, 1931, 32, 1941, 42; secondary school teaching, Spain, 1933–39; Vassar College, Instructor, 1940–43, Assistant Professor, 1944—.

MARÍA DÍEZ DE OÑATE.

Licenciada en Filosofía y Letras, University of Madrid; Instructor in Spanish, 1922–24, Assistant Professor, 1926–27, Vassar College; Professor at Instituto de Salamanca, 1931–36; Pine Manor Junior College, 1937–42; New Jersey College for Women, Instructor, 1942–45, Assistant Professor, 1945–48; Middlebury College Spanish School, 1942—.

JOSÉ A. ENCINAS.

University of San Marcos, 1935–37; A.B., Carleton College, 1939; Princeton University Scholar, 1939–40; Harvard University, 1941–43; Instructor in Spanish, Simmons College, 1943–44; Smith College, 1944–45; Simmons College, 1945–46; Secretary of the Permanent Delegation of Peru to the United Nations, 1946—; Middlebury College Spanish School, 1945—.

XAVIER A. FERNÁNDEZ.

S.T.D., Gregorian University, Rome, 1927; J.C.L., Catholic University of America, 1928; Ph.D., Columbia University, 1941; Instructor, U.S. Military Academy, 1936–40; College of the City of New York, 1940–42; Professor and Chairman, Department of Romance Languages, Skidmore College, 1943–47; Instructor in Spanish, College of the City of New York, 1947—; Middlebury College Spanish School, 1943, 1945—.

EUGENIO FLORIT.

Doctor en Derecho Civil, University of Havana, 1926; Department of State, Republic of Cuba, 1927—; Cuban Consulate, New York City, 1940—; Instructor in Spanish, Columbia University, 1941–45; Barnard College, 1945—; Middlebury College Spanish School, 1944, 1946, 1948.

EMILIO GONZÁLEZ LÓPEZ.

Doctor en Derecho, University of Madrid, 1927; Professor, Universities of La Laguna, Salamanca, Oviedo, Barcelona, 1931–38; Instructor in Spanish, Hunter College, 1940–41; Professor, University of Panama, 1941–43; Instructor, 1943–47, Assistant Professor, 1947—, Hunter College; Middlebury College Spanish School, 1947—.

CÉSAR GRAÑA.

A.B., University of San Marcos, 1940; A.M., University of California, 1947; Instructor in Spanish, University of North Carolina, 1943–44; Assistant, University of California, 1946–47; Instructor, Dartmouth College, 1947—.

HEBERTO LACAYO.

Doctor en Letras, National University of Nicaragua, 1936; Instructor in Spanish, University of Southern California, 1927–30; Syracuse University, 1931–35, 1936–41; Associate Professor and Chairman of the Spanish Department, 1941–47, Professor, 1947—, Russell Sage College; Middlebury College Spanish School, 1946—.

JORGE MAÑACH.

S.B., Harvard College, 1920; LL.D., 1924, and Ph.D., 1928, University of Havana; Professor of History of Philosophy, University of Havana; Secretary of Education of Cuba, 1934; Visiting lecturer in Spanish and Spanish American Literatures, Columbia University, 1935–39, and Barnard College, 1938–39; Minister of State of Cuba, 1940; Middlebury College Spanish School, 1947, 1948.

JUAN A. MARICHAL.

A.B., University of Algiers, 1941; graduate studies, University of Mexico, 1942–45; Instructor in Spanish, Princeton University, 1946—; Middlebury College Spanish School, 1946—.

JOAQUINA NAVARRO.

A.B., Instituto-Escuela, Madrid, 1934; A.M., Columbia University, 1942; Instructor in Spanish, Smith College, 1943—; Middlebury College Spanish School, 1943–45, 1947–48.

TOMÁS NAVARRO.

Doctor en Letras, University of Madrid, 1905; Professor of the Centro de Estudios Históricos, Madrid, 1914–36; Director of the Courses for Foreign Students, Madrid, 1916–23; Visiting Professor, University of Puerto Rico, 1927–28; Director of the Linguistic Atlas of the Iberian Peninsula, 1930–36; Professor of Spanish Phonetics, University of Madrid, 1931–36; Member of the Spanish Academy, 1934; Director of the National Library, 1936; Professor of Spanish Philology, Columbia University, 1940—; Litt.D., Middlebury College, 1940; Middlebury College Spanish School, 1941–43–44–45–47–48.

SOFÍA NOVOA.

A.M., Conservatory of Madrid; Instructor in Spanish, Barnard College, 1938–40; Dalton School, 1940–42; Vassar College, 1942–45, Assistant Professor, 1945—; Middlebury College Spanish School, 1941–45, 1947–48.

THE COURSES OF STUDY

The courses are planned for teachers of Spanish and students who have acquired some proficiency in the language. With the exception of certain basic courses, which are offered every summer, the program changes yearly in a cyclic form. Candidates for an advanced degree will be required to have at least ten credits in literature and civilization courses. Students who have transferred credits for similar courses taken elsewhere may request release from the requirement.

I. Language

B. REVIEW GRAMMAR.

Intended for students who have only an incomplete mastery of grammar and who

would be incapable of the intensive work required in Course 2. (Undergraduate credit.)

8:00 and 9:00. Srta. Díez de Oñate.

C. ELEMENTS OF ORAL PRACTICE.

For students who are unaccustomed to hearing or speaking Spanish although they may have an extensive "passive" vocabulary. (Undergraduate credit.)

8:00, 9:00, 10:00, 11:00, and 12:00. Sres. Álvarez, Marichal, Srta. Novoa.

1. ORAL WORK AND SELF-EXPRESSION IN SPANISH.

Designed to help students in the process of gaining a better command of the language by requiring the use of a varied vocabulary and at the same time accuracy of expression.

8:00, 9:00, 10:00, 11:00, and 12:00. Sres. del Pino, Graña, Marichal.

2. ADVANCED GRAMMAR.

A systematic review of the fundamental principles of grammar. Abundant practice is provided in writing idiomatic Spanish and in the practical application of grammatical principles.

8:00, 9:00, 10:00, and 11:00. Srtas. Curtis-Guajardo, de Madariaga.

3. ADVANCED COMPOSITION.

This course aims to help students gain assurance in writing correct Spanish and is designed for those who, having a good grammatical foundation, lack precision in the direct application of that knowledge.

10:00, 11:00, and 12:00. Sr. Lacayo.

4. PHONETICS.

Intended for students who have never studied phonetics, this course will combine theoretical lessons with practical exercises. Its purpose is to give students a fundamental and scientific basis in phonetics as well as to improve their own pronunciation.

8:00, and 9:00. Srta. Navarro.

7. STYLISTICS.

A study of the evolution of structure and style in Spanish prose through analysis of texts; practical exercises in oral and written composition. 11:00 Sr. Mañach.

8. HISTORICAL SUMMARY OF THE SPANISH LANGUAGE.

The appearance of Castilian, the evolution and development of the language; influences and tendencies during the Golden Age; characteristics of modern Spanish in Spain and Spanish America. This course constitutes a summary of essential facts for a basic comprehension of the problems of Spanish language and culture.

9:00 Sr. Navarro.

50. APPLIED PHONETICS AND INTONATION.

The aim of this course is to incorporate the principles of Spanish Phonetics and Intonation into the gradual teaching of the language. Intended for students who already have a basic knowledge of Phonetics. 11:00 and 12:00 Sr. Fernández.

52. PHONOLOGY.

This course will give methodical information about the concept, form, and functions of the phonological units of the Spanish language; and about the role of these elements in the evolution and character of Spanish. (One credit.) 10:00 Sr. Navarro.

Scene from "La Hija del Rey René"

II. Methods

10. METHODS OF TEACHING SPANISH.

A consideration of the more common problems confronting the teacher of Spanish in his classroom work. (One Credit).

Hours to be arranged. SR. FERNÁNDEZ.

III. Literature and Civilization

12. INTRODUCTION TO SPAIN.

A study of the main characteristics of Spain, of the Spanish people, and of the fundamental traits of its civilization. 11:00 SR. GONZÁLEZ LÓPEZ.

14. CONTEMPORARY HISPANIC AMERICA.

Preceded by a historical introduction covering the colonial background and the rise of nationalities, this course will present the most outstanding political, social, and economic problems affecting present-day Hispanic America. 8:00 SR. ENCINAS.

20. THE DEVELOPMENT OF SPANISH LITERATURE.

This course will give the student a clear view of Spanish literature rather than a list

of names and dates. It aim is to distinguish and classify the principal directions of Spanish literature from its origins to our time. 12:00 Sr. González López.

23. NOVEL OF THE 16TH AND 17TH CENTURIES.

After an introduction to the novel in the sixteenth century, this course will present the development of the novel in the classical period through the study of its most representative manifestations. 8:00 Sr. Casalduero.

26. MODERN AND CONTEMPORARY SPANISH POETRY.

A study of the main tendencies and most representative authors in Spanish poetry from Bécquer to Federico García Lorca. 10:00 Sr. Cernuda.

28. PÉREZ GALDÓS AND THE NOVEL OF THE 19TH CENTURY.

Through a detailed analysis of the most significant works of Pérez Galdós, this course will present the unfolding of the Spanish novel during the latter third of the nineteenth century. 9:00 Sr. Casalduero.

31. SPANISH AMERICAN LITERATURE.

An outline of the main literary tendencies and schools. Particular study of the romantic, gaucho, and modernist periods. 9:00 Sr. Abreu.

36. SPANISH AMERICAN THOUGHT.

A survey study of the reflective prose writers whose ideas have most decisively contributed to the expression of Latin American consciousness since the beginning of the nineteenth century. 12:00 Sr. Mañach.

37. SPANISH AND MEXICAN LITERATURE.

The purpose of this course is to study the predominant literary tendencies and relations between Spain and the Virreinato of New Spain from the 16th to the 18th century. 10:00 Sr. Abreu.

38. MAIN CURRENTS IN SPANISH AMERICAN POETRY.

A study of the main tendencies and most representative authors in Spanish American poetry from Colonial times to the present. 8:00 Sr. Florit.

46. DRAMATIC READINGS.

A course designed to guide students in their approach to reading by developing taste and judgment in the appreciation of literature. 9:00 Sr. Baralt.

47. THE ESSAY IN MODERN SPANISH LITERATURE.

The purpose of this course is to present the development of the essay from the eighteenth century (Feijóo, Cadalso) to contemporary times (Unamuno, Ortega y Gasset). 11:00 Sr. Cernuda.

Credits Two credits or semester hours will be allowed for each course unless otherwise specified. (See *Credits*, page 6). Course 3 may, with the consent of the Director, be taken a second summer for credit, since the material of this course is varied each year.

Books General supplies and text books published in this country may be purchased in the College Bookstore. The *Librería* of the Spanish School

is located in the social room of Hepburn Hall and is open regularly every afternoon. Here students may secure books printed abroad. On sale also are the sets of intonation records, especially recorded for the Spanish School by Professor Tomás Navarro.

Library The Spanish Library consists at present of over 5,000 titles comprising such subjects as language, literature, history, and civilization. During the past years, the library has been the recipient of many gifts from learned societies abroad. The most representative periodicals of Spain and Spanish America, as well as publications in this country dealing with the Spanish language and literature, are received.

LIFE IN THE SCHOOL

Use of Spanish The only language used in the school is Spanish; therefore, *no student will be admitted to the school unless he is able and willing to use only Spanish while in attendance.* Each student is required to *pledge his word of honor* to observe this rule. The Director reserves the right to dismiss students who willfully break this rule.

Spanish Dormitories One of the most attractive features of the school is the friendliness which exists between the faculty and students, in no small measure due to the fact that the Director and instructors, as well as all students, reside in the dormitories. Gifford Hall, the newest and one of the finest dormitories on the campus, will be occupied by the Spanish School. Double suites, connecting singles, and single rooms are available.

In Hepburn Hall, built on the highest point of the campus, the rooms are *en suite* with a study for each two students. All bedrooms are single, and each suite is connected with a lavatory. A spacious and delightful garden surrounds the southern exposure of Hepburn where students may lounge or study. There is a graduate nurse on regular duty on the campus within the reach of every student. The students may feel that they are amply protected in case of emergency.

Spanish Dining Rooms All members of the School take their meals in the dining rooms of Hepburn and Gifford Halls. Meal hours are conversation hours and also provide students with an opportunity of becoming better acquainted. To facilitate this, they are required to change tables according to a system of rotation.

Activities The activities outside of the recitation room constitute an important feature of the life of the student. These activities are designed

not merely to furnish entertainment and relaxation, but also to give the student an opportunity to become better acquainted with various manifestations of Spanish customs and life. Weekly programs are announced at the beginning of each week and are arranged so as not to interfere with the student's study and relaxation. These short programs include the following subjects: dance or musical recitals; dramatic or literary entertainments; readings, or informal talks by members of the faculty; Spanish games and plays; folk songs and dances; and Spanish moving-pictures.

Arrival Beginning Friday morning, July 2, students will be met at the station by a Spanish School representative who will direct them to taxis and assist with arrangements for luggage. As soon as possible, students should report to the Director to enroll for their courses and to receive other information. (See pages 8 and 9).

The first official assembly of the Spanish School will be held on Sun-

. . . between classes . . .

day evening, July 4, at seven o'clock. All students are required to attend. Classes will begin at eight o'clock, Monday morning, July 5.

Scholarships Several scholarships of fifty dollars each will be available this summer. Only students who have never attended the Middlebury Spanish School, and who would be unable to attend without such financial assistance, are eligible. These awards will be made on the basis of need, merit, and scholastic promise. Application should be made to the Dean before May 1. The awards will be announced May 15.

Self-Help A limited number of students are provided an opportunity to earn their board by acting as waiters and waitresses in the Spanish dining-halls. A speaking knowledge of Spanish is essential to be granted one of these positions. Those interested may write to the Dean for information and application blanks.

Mail to Students In order to insure prompt delivery of their mail, students should have all letters and other mail matter addressed in care of the Middlebury Spanish School, Middlebury, Vermont.

Correspondence Communications regarding admission, courses, credits and other academic information may be addressed to Prof. Juan A. Centeno, Director of the Spanish School, Middlebury College, Middlebury, Vermont.

Correspondence concerning fees and room reservations should be addressed to the Secretary of the Summer Schools, Middlebury College, Middlebury, Vermont.

Bread Loaf School of English

June 30—August 14

The Middlebury College Bread Loaf School of English, Reginald L. Cook, Director, offers graduate courses leading to a Master's degree, in English and American literature, literary history, and the English language. Special attention is paid to the needs of teachers of English. The instructing staff is nationally known.

Splendid mountain scenery, healthful out-of-door activities, and an informal friendly atmosphere create an environment in which students, teachers, and writers find new inspiration and professional guidance.

The Bread Loaf Writers' Conference

August 18—September 1

The Writers' Conference, sponsored by Middlebury College, will be conducted again this year at Bread Loaf under the direction of Theodore Morrison. Mr. Morrison is a writer and teacher, formerly an associate editor of the *Atlantic Monthly*, and now a member of the English Department at Harvard University.

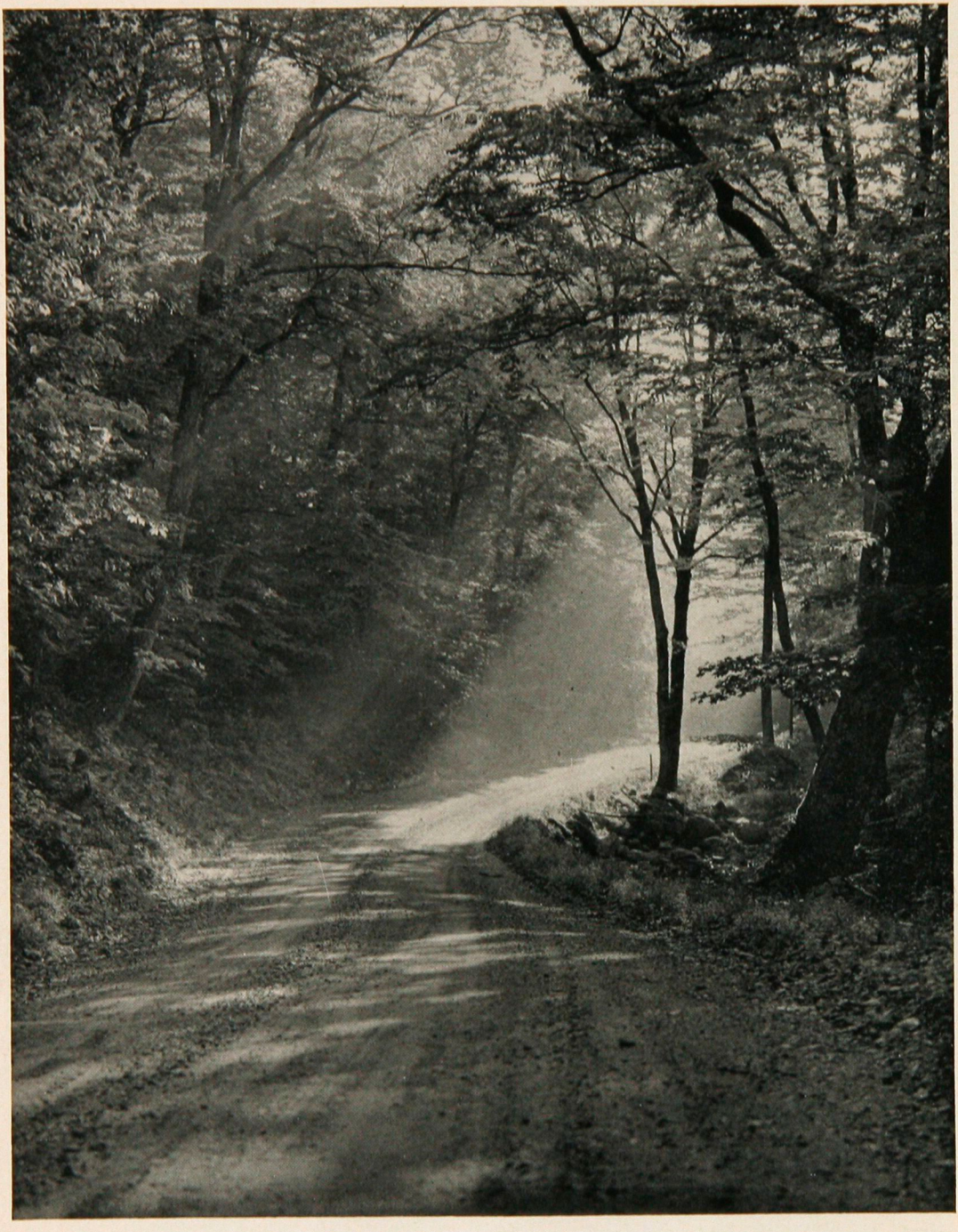
The object of the Conference is to provide sound and experienced help and criticism for men and women who desire to write or are interested in the practical background of literature. The staff consists of well-known writers and teachers supplemented by experienced representatives of publishing and the literary agency business. The program consists of background talks on the principal branches of writing; group discussions on manuscripts; individual interviews with staff members; evening talks and entertainments.

Composers' Conference and Chamber Music Center

At Middlebury, August 21—September 4

Under the direction of Mr. Alan Carter, founder and director of the Vermont State Symphony Orchestra, a Composers' Conference and Chamber Music Center is held by Middlebury College. The aim of the Composers' Conference is to provide experienced criticism of scores, and a program of discussion, instruction, and performance. It is designed chiefly for those interested in composing professionally in any form, and also for those desiring a better understanding of how serious composing is accomplished. The Chamber Music Center will function as an adjunct to the Conference in providing contact between the composer and the student of music, and providing ample chamber music material for both amateur and accomplished students of music.

The staff will be composed of prominent musicians, teachers, editors, publishers, composers, and critics whose reputation for creative artistry and honesty of judgment has been widely established.

The facilities of the French Château on the Middlebury campus will be used for student board and room; the Music Building of the college will be used as the instruction center.

THE OFFICE OF THE SUMMER SCHOOLS, MIDDLEBURY COLLEGE, MIDDLEBURY, VT. will send complete bulletins, and further information concerning admissions, fees, and accommodations in any of the above schools, on request.